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ABSTRACT

To address the needs of troubled youth, schools tend to over rely on narrowly focused and time intensive interventions. Given sparse resources, this means serving a small proportion of the many students who require assistance and doing so in a limited way. The deficiencies of prevailing approaches lead to calls for comprehensiveness--both to better address the needs of those served and to serve greater numbers. This training tutorial is designed with self-directed opportunities for more in-depth learning about creating comprehensive programs that address barriers to learning. It is divided into three sessions on comprehensive and integrated approaches to addressing barriers to student learning; understanding the functions and structures needed to operationalize an enabling component; and change agents for school and community changes. The tutorial is organized topically, with readings and related activities for preparation, active learning, and follow-up. (GCP)

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Center
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A Center Training Tutorial . . .

Training Tutorial

CREATING THE INFRASTRUCTURE FOR AN ENABLING (LEARNING SUPPORT) COMPONENT TO ADDRESS BARRIERS TO STUDENT LEARNING

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website http://smhp.psych.ucla.edu.

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu Website: http://smhp.psych.ucla.edu

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

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Mental Health in Schools
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The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
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Substance Abuse & Mental Health Services Administration

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Continuing Education Modules & Training Tutorials: Self-directed opportunities to learn

In addition to offering *Quick Training Aids*, the Center's *Continuing Education Modules* and *Training Tutorials* are designed as self-directed opportunities for more in-depth learning about specific topics. These resources provide easy access to a wealth of planfully organized content and tools that can be used as a self-tutorial or as a guide in training others. As with most of our resources, these can be readily downloaded from our website – http://smhp.psych.ucla.edu – see Center Materials and scroll down to VI.

In the coming years, the Center will continue to develop a variety of continuing education modules and training tutorials related to the various topics covered by our Clearinghouse. In all its work, the Center tries to identify resources that represent "best practice" standards. We invite you to browse through this first set of modules and tutorials, and if you know of better material, please provide us with feedback so that we can make improvements.

CONTINUING EDUCATION MODULES

- *Addressing Barriers to Learning: New Directions for Mental Health in Schools*
- *Mental Health in Schools: New Roles for School Nurses*
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling* (has an accompanying set of readings & tools)

TRAINING TUTORIALS

- *Classroom Changes to Enhance and Reengage Students in Learning*
- *Support for Transitions*
- *Home involvement in Schooling*
- *Community Outreach*
- *Crisis/Emergency Assistance and Prevention*
- *Student and Family Assistance*
- *Creating an infrastructure for an Enabling (Learning Support) Component to address barriers to student learning*

Using the Modules and Tutorials to Train Others

A key aspect of building capacity at schools involves ongoing staff and other stakeholder learning and development.* Those who are responsible for facilitating the training of others can use the Center's Continuing Education Modules and Training Tutorials to upgrade their repertoire and as resources in providing stakeholder training opportunities. With respect to training others, below are a few general reminders.

- *Start where they're at.* Good learning and teaching experiences are built on the concept of a good "match" (or "fit"). This involves both capabilities *and* interest (e.g., motivational readiness). From this perspective, it is essential to work with learner perceptions about what they want to learn and how they want to learn it. Thus, you might begin by finding out from those at the school:

    ✓ What are their most pressing concerns (e.g., what range of topics are of interest, and within a broad topic, what subtopics would be a good starting point)?

    ✓ How deeply do they want to cover a given subject (e.g., brief overview or in-depth)?

    ✓ How would they like to organize learning opportunities?

    Also, in terms of a good match, it is invaluable to capitalize on "teachable moments." Occurrences frequently arise at a school that result in the need for staff to learn something quickly. These teachable moments provide opportunities to guide staff to the type of resources included in the Continuing Education Modules and Training Tutorials. These resources can be drawn upon to create displays and provide handouts and then following-up by engaging staff in discussions to explore relevant experiences and insights.

- *"Preheat" to create interest.* Do some "social marketing." Put up some displays; provide prospective learners with a few interesting fact sheets; hold a brief event that focuses on the topic.

- *Active Learning.* Although reading is at the core of the modules and tutorials, active learning and doing is essential to good learning. Active learning can be done alone or in various group configurations. The point is to take time to think and explore. Study groups can be a useful format. Individual and group action research also provides application opportunities.

- *Follow-up for ongoing learning.* Provide information on resources for ongoing learning. Plan ways to offer follow-up discussions and exploration in general and in personalized ways with those who want and need more.

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*There is a great deal of material discussing ways to pursue effective staff development in schools. An organization that is devoted to this arena is the National Staff Development Council (NSDC). It's library of information (see – http://www.nsdc.org/educatorindex.htm) provides guidelines, tools, and access to the *Journal of Staff Development*. The organization's emphasis is on a "how-to" format, offering a variety of effective, step-by-step models developed by practitioners who base their methods on research and real-world experiences.

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TRAINING TUTORIAL

The Center's Training Tutorials are organized topically, with readings and related activities for "preheating," active learning, and follow-up. All readings and activity guides are available on the website of the national *Center for Mental Health in Schools* at UCLA.

http://smhp.psych.ucla.edu

CREATING THE INFRASTRUCTURE FOR AN ENABLING (LEARNING SUPPORT) COMPONENT TO ADDRESS BARRIERS TO STUDENT LEARNING

Overview Guide

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>*Comprehensive Approaches & Mental Health in Schools* (newsletter article) 2

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Learning Sessions

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Topic 1: ***What constitutes a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning?*** 8

Reading. *Introduction to a Component for Addressing Barriers to Students' Learning* 9

Activity. Use the various attached materials as stimuli and tools to focus application of what has been read

(1) *List of What is Happening and What is Needed to Address Barriers to Student Learning?* (use the attached worksheet) 22

(2) *Discussion Session Exploring What is Happening and What is Needed?* (see the attached guide sheet for ideas about forming an informal discussion and/or a formal study group) 23

(3) *Revising the List* (see the attached guide for suggestions about making ongoing revisions in the list) 24

(4) *Review Exhibit* "Examples of Areas Schools Might Want to Designate as First Priorities in Developing an Enabling Component" *and the Fit with Your School* (see attached Exhibit and worksheet) 25

Topic 2: ***Understanding the functions and structures needed to operationalize an Enabling (Learning Support) Component at a School Site*** 28

Reading. From: *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports* (pp. 1-20 in original document) 29

Activity. Use the various attached materials as stimuli and tools to focus application of what has been read

(1) *Write and discuss: Resource-oriented functions* (use the attached worksheet as guide) 52

(2) *Mapping exercise* (see attached resource aids) 53

(3) *Making the case for school-based resource team development* (see attached resource aids) 70

Topic 3: ***Using a change agent to get from here to there*** 76

Reading. From: *Organization Facilitators: A Change Agent for Systemic School and Community Changes* (pp. 1-12 in original document) 77

Activity. Use the various attached materials as stimuli and tools to focus application of what has been read

(1) *Write and discuss the functions of an Organization Facilitator* (use the attached worksheet as guide) 93

(2) *Q & A about phasing in the infrastructure* (use attached worksheet as guide) 104

Follow-up for Ongoing Learning

(1) Indepth materials from the Center include various guides, such as:
- >*School-Community Partnerships: A Guide*
- >*Policy Makers Guide to Restructuring Student Support Resources to Better Address Barriers to Learning*
- >*Restructuring Boards of Education to Enhance School's Effectiveness in Addressing Barriers to Student Learning*
- >*Getting from here to there: A Guidebook for the Enabling Component*

(2) The ***Quick Finds*** section of the Center website offers topic areas that are regularly updated with new reports, publications, internet sites, and centers specializing in the topic. Stakeholders can keep current on *Creating an Enabling Component* by visiting topic areas such as:
- >Change Agent/Organizational Facilitator
- >Collaboration – school, community, interagency
- >Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed.
- >Memoranda of agreements (including joint agency agreements)
- >School-linked services
- >Staffing Student Support Services

(3) Consider forming a Resource Coordinating Team

(4) Request ongoing inservice training and administrative support in developing these ideas

Initial Resources to "Preheat" Exploration of this Matter

The following materials provide a brief introduction and overview to the ideas covered by the tutorial:

	Page
Comprehensive Approaches & Mental Health in Schools (newsletter article) To view this and other newsletter editions online visit http://smhp.psych.ucla.edu/news.htm	2

In readying others for training in this matter, display the attached flyer and the above article on a training bulletin board and provide copies to interested staff.

How does our school address barriers to student learning? (Tutorial flyer)	7

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

Addressing Barriers to Learning

New ways to think . . .

Better ways to link

Volume 2, Number
Winter, 1

> ***So persuasive is the power of the institutions we have created that they shape not only our preferences, but actually our sense of possibilities.***
>
> Ivan Illich

Comprehensive Approaches & Mental Health in Schools

To address the needs of troubling and troubled youth, schools tend to overrely on narrowly focused and time intensive interventions. Given sparse resources, this means serving a small proportion of the many students who require assistance and doing so in a limited way. The deficiencies of prevailing approaches lead to calls for comprehensiveness -- both to better address the needs of those served and to serve greater numbers.

Comprehensiveness: A Term with Wide Appeal

Comprehensiveness is becoming a buzzword. Health providers pursue comprehensive systems of care; states establish initiatives for comprehensive school-linked services; school-based clinics aspire to become comprehensive health centers; and there is talk of comprehensive school health programs. Widespread use of the term masks the fact that comprehension is a vision for the future -- not a reality of the day.

Comprehensiveness requires developmental and holistic perspectives that are translated into an extensive continuum of programs focused on individuals, families, and the environment. Such a continuum ranges from primary prevention and early-age intervention -- through approaches for treating problems soon after onset -- to treatment for severe and chronic problems. Included are programs designed to promote and maintain safety at home and at school, programs to promote and maintain physical and mental health, preschool and early school adjustment programs, programs to improve and augment ongoing social and academic supports, programs to intervene prior to referral, and programs providing intensive treatment. This scope of activity underscores why mechanisms for ongoing interprogram collaboration are essential.

Schools are the focus of several initiatives aspiring to comprehensiveness. Key examples are (1) moves toward school-based health centers and full service schools and (2) the model for comprehensive school health.

Comprehensive School-Based Health Centers and Full Service Schools

Many of the over 700 school-based or linked health clinics are described as comprehensive centers. This reflects the fact that a large number of students want not only the medical services, but help with personal adjustment and peer/family relationship problems, emotional distress, problems related to physical and sexual abuse, and concerns stemming from use of alcohol and other drugs. Indeed, data indicate that up to 50% of clinic visits are for nonmedical concerns. Given the limited number of staff at such clinics, it is not surprising that the demand for psychosocial and mental health interventions quickly outstrips available resources. School-based and linked health clinics can provide only a restricted range of interventions to a limited number of students. Thus, the desire of such clinics to be comprehensive centers in the full sense of the term remains thwarted.

Joy Dryfoos encompasses the trend to develop school-based health clinics, youth service programs, community schools, and other similar activity under the rubric *of full service schools*. To date, the reality of this desire for comprehensiveness remains mostly a vision. And, as long as the vision is anchored in the school-linked services model (i.e., initiatives to restructure community health and human services), it is likely that resources will remain too limited to allow for a comprehensive continuum of programs.

Comprehensive School Health

Up until the 1980s, school health programs were seen as encompassing health education, health services, and health environments. Over the last decade, an eight component model for a comprehensive focus on health in schools has been advocated. The components are (1) health education, (2) health services, (3) biophysical and psychosocial environments, (4) counseling, psychological, and social services, (5) integrated efforts of schools and communities to improve health, (6) food service, (7) physical education and physical activity, and (8) health programs for staff.

To develop each states' capacity to move toward comprehensive school health programming, the Centers for Disease Control and Prevention (CDC) set in motion an initiative designed to increase state-level interagency coordination. Relatedly, the Educational Development Center with funding from CDC is in the midst of a project to clarify how national organizations and state and local education and health agencies can advance school health programs.

The focus on comprehensive school health is admirable. It is not, of course, a comprehensive approach for addressing a full range of barriers interfering with learning -- nor does it profess to be. Unfortunately, it's restricted emphasis on health tends to engender resistance from school policy makers who do not understand how they can afford a comprehen-sive focus on health and still accomplish their primary mission to educate students. Reform-minded policy makers may be more open to proposals encompassing a broad range of programs to enhance healthy devel-opment if such programs are part of a comprehensive approach for addressing barriers to learning.

> With respect to addressing barriers to learning, comprehensiveness requires more than *outreach to* link with *community* resources, more than *coordination* of *school-owned* services, and more than *coordination* of *school and community* services. Moving toward comprehensiveness encompasses restructuring and enhancing (1) school-owned programs and services and (2) community resources; in the process, it is essential to (3) weave school and community resources together. The result is not simply a reallocation or relocation of resources; it is a total *transformation* of the approach to intervention. .

Toward a Comprehensive, Integrated Approach

Policy makers and reformers have not come to grips with the realities of addressing barriers to learning and fostering healthy development. A few preliminary steps have been taken toward reform, such as more flexibility in the use of categorical funds and waivers from regulatory restrictions. There also is renewed interest in cross-disciplinary and interprofessional collaboration training programs.

As our Center's 1996 policy report stresses, however:

> *For school reform to produce desired student outcomes, school and community reformers must expand their vision beyond restructuring instructional and management functions and recognize that there is a third primary and essential set of functions involved in enabling teaching and learning.*

The essential third facet of school and community restructuring encompasses integration of enabling programs and services with instructional and management components. For a cohesive "enabling component" to emerge requires (a) weaving together school-owned resources and (b) enhancing programs by integrating school and community resources (including increasing access to community programs and services by linking as many as feasible to programs at the school). This comprehensive, integrated approach is meant to *transform* how communities and their schools address barriers to learning and enhance healthy development.

The concept of an enabling component provides a unifying focus around which to formulate new policy. Adoption of an inclusive unifying concept is seen as pivotal in convincing policy makers to move to a position that recognizes enabling activity as essential if schools are to attain their goals.

Operationalizing an enabling component requires formulating a carefully delimited framework of basic programmatic areas and creating an infrastructure for restructuring enabling activity. Based on analyses of extant school and community activity, enabling activity can be clustered into six basic programmatic areas that address barriers to learning and enhance healthy development (all of which includes a focus on mental health).

The six areas encompass interventions to

- enhance classroom-based efforts to enable learning
- provide prescribed student and family assistance
- respond to and prevent crises
- support transitions
- increase home involvement in schooling
- outreach for greater community involvement and support -- including recruitment of volunteers.

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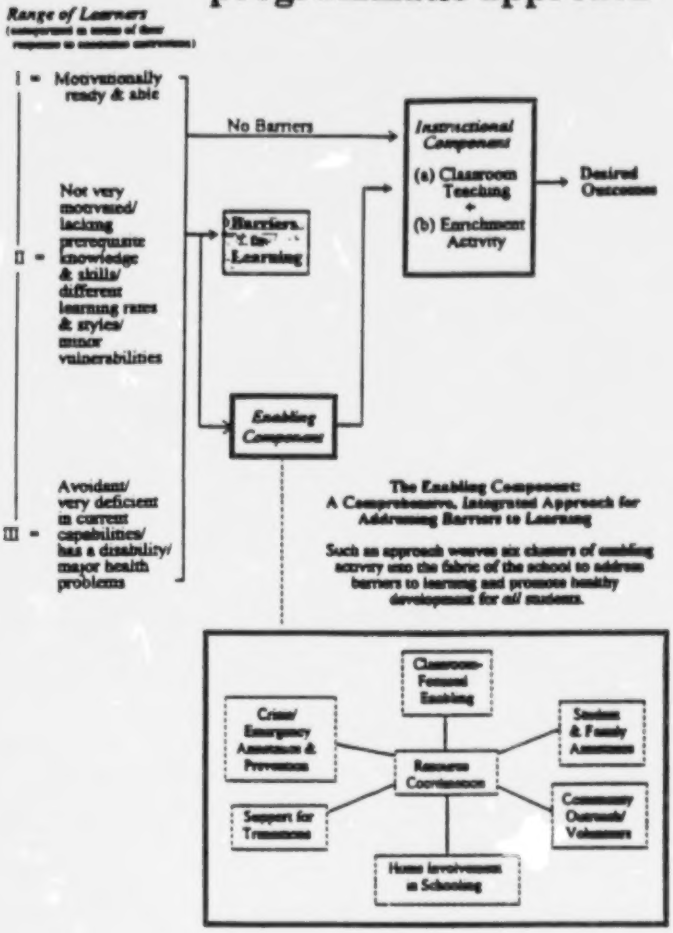
The following diagram highlights the rationale for and nature of an enabling component.

Needed: a comprehensive integrated programmatic approach


Range of Learners
I = Motivationally ready & able
No Barriers
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
Barriers to Learning
Enabling Component
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
The Enabling Component: A Comprehensive, Integrated Approach for Addressing Barriers to Learning
Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for all students.
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

To clarify each area a bit.

(1) Classroom focused enabling. In this area, the idea is to enhance classroom-based efforts to enable learning and productive classroom functioning by increasing teacher effectiveness for preventing and handling problems. This is done by providing personalized professional develop-ment and enhanced resources to expand a teacher's array of strategies for working with a wider range of individual differences. For example, teachers learn to use peer tutoring and volunteers (as well as home involvement) to enhance social and academic support; they learn to increase their accommodative strategies and their ability to teach students compensatory strategies; and as appropriate, they are provided support in the classroom by resource teachers and counselors. Only when necessary is temporary out of class help provided. In addition, programs are directed at developing the capabilities of aides, volunteers, and any others helping in classrooms or working with teachers to enable learning. To further prevent learning, behavior, emotional, and health problems, there is also an effort to enhance facets of classroom curricula designed to foster socio-emotional and physical development.

(2) Student and family assistance. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing ancillary services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Particular attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Ongoing efforts are made to expand and enhance resources.

(3) Crisis assistance and prevention. The intent is to respond to, minimize the impact of, and prevent crises. This requires systems and programs for emergency/crisis response at a site, throughout a school complex, and community-wide (including a program to ensure follow-up care); it also encompasses prevention programs for school and community to address school safety and violence reduction, suicide, child abuse, and so forth. Crisis assistance includes ensuring immediate emergency and follow-up care is provided so students are able to resume learning without undue delay. Prevention activity creates a safe and productive environment and develops the type of attitudes and capacities that students and their families need to deal with violence and other threats to safety.

(4) *Support for transitions.* This area involves a programmatic focus on the many transition concerns confronting students and their families. Such efforts aim at reducing alienation and increasing positive attitudes and involvement related to school and various learning activities. Examples of interventions include (a) programs to establish a welcoming and socially supportive school community, especially for new arrivals, (b) counseling and articulation programs to support grade-to-grade and school-to-school transitions, moving to and from special education, going to college, moving to post school living and work, and (c) programs for before and after-school and

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intersession to enrich learning and provide recreation in a safe environment.

(5) Home involvement in schooling. Efforts to enhance home involvement must range from programs to address specific learning and support needs of adults in the home to approaches that empower sanctioned parent representatives to become full partners in governance. Examples include (a) programs to address adult learning and support needs, such as ESL classes and mutual support groups, (b) helping those in the home meet their basic obligations to the student, such as programs on parenting and helping with schoolwork, (c) systems to improve communication about matters essential to student and family, (d) programs to enhance the home-school connection and sense of community, (e) interventions to enhance participation in decisions essential to the student, (f) programs to enhance home support for student's basic learning and development, (g) interventions to mobilize those at home to problem solve related to student needs, and (h) intervention to elicit help (support, collaborations, and partnerships) from those at home in order to meet classroom, school, and community needs. The context for some of this activity may be a *parent center* (which may be part of a *Family Service Center* facility if one has been established at the site).

(6) Community outreach for involvement and support (including a focus on volunteers). Outreach to the community is used to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to public and private community agencies, universities, colleges, organizations, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Examples of activity include (a) programs to recruit community involvement and support (e.g., linkages and integration with community health and social services; volunteers, mentors, and individuals with expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), (b) systems and programs designed to train, screen, and maintain volunteer parents, college students, senior citizens, peer and cross-age tutors and counselors, and professionals-in-training who then provide direct help for staff and students -- especially targeted students, (c) programs outreaching to hard to involve students and families (those who don't come to school regularly -- including truants and dropouts), and (d) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs).

Ultimately, a comprehensive set of programs to address barriers and enhance healthy development must be woven into the fabric of every school. In addition, feeder schools need to link together to maximize use of limited school and community resources. By working to develop a comprehensive, integrated approach, every school can be seen, once more, as a key element of its community. When schools are seen as a valued and integrated part of every community, talk of school and community as separate entities can cease; talk of education as if it were the sole function of schools should end; and the major role schools can play in enhancing healthy development may be appreciated.

Encompassing the Concept of Comprehensive School Health into a Comprehensive Approach to Address Barriers to Student Learning

It has been our experience that schools respond better when proposals emphasize *a comprehensive approach to addressing barriers to learning,* rather than recommending a focus on specifically on physical and mental health. Given the thrust to enhance *Comprehensive School Health* in general and the eight "component" Comprehensive School Health model in particular, it is important to understand that the concept of the Enabling Component readily encompasses the eight components of comprehensive school health. That is, these eight components fit readily into the six areas of the Enabling Component with some of the eight components best understood as fitting more than one cluster of Enabling Component programming (see the Exhibit on the next page.)

Some Relevant References

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Linking Models to Present a Unifying Approach for Policy Making

CDC "components"	Enabling Component Areas
(1) Health Education	The curricular facets of this CDC component fit into CLASSROOM-FOCUSED ENABLING.
(2) Health Services	Fits into STUDENT AND FAMILY ASSISTANCE.
(3) Biophysical/psychosocial Environments	Enhancing the environment emerges from the total programmatic effort (in all 6 areas) to address barriers to learning -- as integrated with the Instructional and Management Components at a school site. The resultant comprehensive and cohesive approach produces the type of structure that is essential for evolving and creating a healthy psychosocial and biophysical environment.
(4) Counseling, Psychological, & Social Services	Fits into STUDENT AND FAMILY ASSISTANCE.
(5) Food Services	We want to reconceptualize school breakfast and lunch services as another opportunity to offer essential programs providing SUPPORT FOR TRANSITIONS. In this respect, schools could pair breakfast time with structured before school recreation opportunities as ways to counter tardiness and enhance student readiness for the school day. The same goes for lunch and after school. Also fits in with programs related to HOME INVOLVEMENT IN SCHOOLING.
(6) P.E. and physical activity	Fits in SUPPORT FOR TRANSITIONS and also can play a role related to CLASSROOM-FOCUSED ENABLING and HOME INVOLVEMENT IN SCHOOLING.
(7) Health Programs for Faculty & Staff	In terms of providing direct health support to faculty and staff, schools will need to expand STUDENT AND FAMILY ASSISTANCE. Some of the best health benefits for faculty and staff would be related to enhancing the effectiveness of schools in Addressing Barriers to Student Learning by establishing the type of comprehensive, integrated approach called for by the Enabling Component concept. This will reduce degrees of stress and burnout.
(8) Integrated School/Community	COMMUNITY OUTREACH

Linking to Our Sister Center

The CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE (CSMHA)
at the University of Maryland at Baltimore is our sister center.

Like our center,
they offer a range of technical assistance and training resources.

They will hold their Second National Conference
in New Orleans, LA on Sept. 12 and 13, 1997.
Contact the center (toll-free) at (888) 706-0980.

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Flyer

How does our school address barriers to student learning?

For some students, achievement scores won't rise very much . . .

until the school does more to address factors getting in the way of effective learning and teaching.

Want to learn more?

See the brief articles that have been posted____________.

Join in a continuing learning opportunity on:

Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning

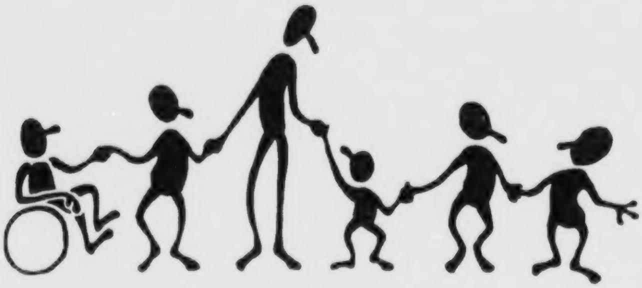
Time:

Place:

Topic 1: What constitutes a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning?

Reading & Activity

		Page
Reading.	*Introduction to a Component for Addressing Barriers to Students' Learning*	9
Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
	(1) *List of What is Happening and What is Needed to Address Barriers to Student Learning?* (use the attached worksheet)	22
	(2) *Discussion Session Exploring What is Happening and What is Needed?* (see the attached guide sheet for ideas about forming an informal discussion and/or a formal study group)	23
	(3) *Revising the List* (see the attached guide for suggestions about making ongoing revisions in the list)	24
	(4) *Review Exhibit* "Examples of Areas Schools Might Want to Designate as First Priorities in Developing an Enabling Component" *and the Fit with Your School* (see attached Exhibit and worksheet)	25



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Training and Technical Assistance

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A Center Brief . . .

Introduction to a component for

Addressing Barriers to Student Learning

June, 2001

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's Website http://smhp.psych.ucla.edu

The Center is co-directed by Howard Adelman and Linda Taylor and operates
under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.

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U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

Current School Reforms and Addressing Barriers to Student Learning

It is easy to say that schools must ensure that *all* students succeed. If all students came ready and able to profit from "high standards"curricula, then there would be little problem. But *all* encompasses those who are experiencing *external* and *internal* barriers that interfere with benefitting from what the teacher is offering. Thus, providing all students an equal opportunity to succeed requires more than higher standards and greater accountability for instruction, better teaching, increased discipline, reduced school violence, and an end to social promotion. It also requires a comprehensive, multifaceted approach to barriers to learning and teaching.

As long as school reforms fail to address such barriers in comprehensive and multifaceted ways, especially in schools where large proportions of students are not doing well,

> *it will remain a myth to think that achievement test score averages can be meaningfully raised by focusing mainly on curriculum and instructional concerns and classroom management techniques.*

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. At some time or another, most students bring problems with them to school that affect their learning and perhaps interfere with the teacher's efforts to teach. In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. As a result, some youngsters at every grade level come to school unready to meet the setting's demands effectively.

Youngsters' problems are exacerbated as they internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that over 50% of students manifest forms of behavior, learning, and emotional problems. And, in most schools in these locales, teachers are ill-prepared to address the problems in a potent manner. Thus, when a student is not doing well, the trend increasingly is to refer them directly for counseling or for assessment in hopes of referral for special help – perhaps even special education assignment.

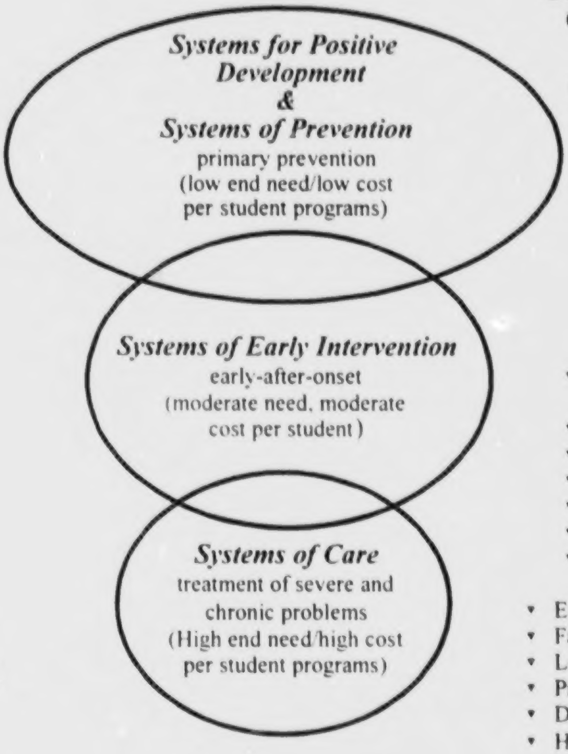
In some schools and classrooms, the number of referrals is dramatic. Where special teams have been established to review teacher requests for help, the list grows as the year proceeds. The longer the list, the longer the lag time for review – often to the point that, by the end of the school year, the team only has reviewed a small percentage of those on the list. *And, no matter how many are reviewed, there always are more referrals than can be served.*

One solution might be to convince policy makers to fund more services. However, even if the policy climate favored expanding public services, more health and social services alone are not a comprehensive approach for addressing barriers to learning. More services to treat problems certainly are needed. But so are prevention and early-after-onset programs that can reduce the number of students teachers refer for special assistance.

Ultimately, of course, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing a continuum of community and school programs (see Figure 1).

Needed: A Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning and Promoting Healthy Development

Figure 1.



School Resources
(facilities, stakeholders, programs, services)

Examples:

- Enrichment & recreation
- General health education
- Promotion of social and emotional development
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Work programs

- Special education for learning disabilities, emotional disturbance, and other health impairments

Systems for Positive Development
&
Systems of Prevention
primary prevention
(low end need/low cost per student programs)

Systems of Early Intervention
early-after-onset
(moderate need, moderate cost per student)

Systems of Care
treatment of severe and chronic problems
(High end need/high cost per student programs)

Community Resources
(facilities, stakeholders, programs, services)

Examples:

- Youth development programs
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

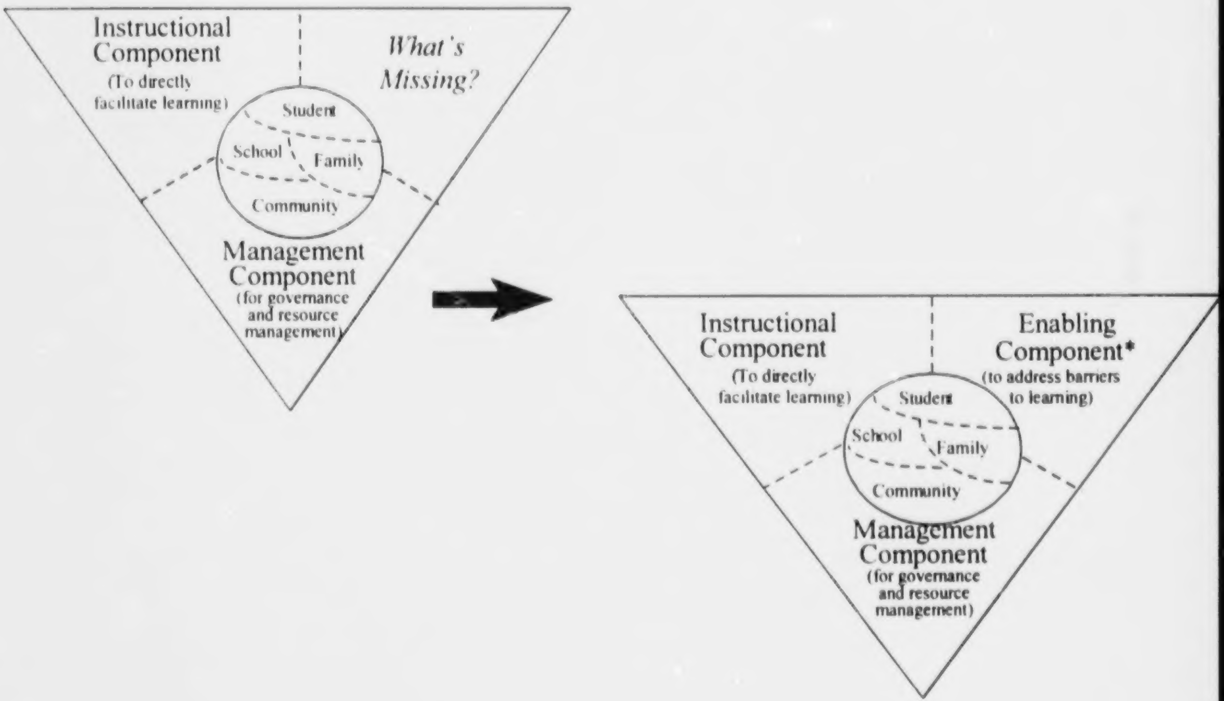
- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization

Such a continuum must be *comprehensive, multifaceted,* and *integrated* and woven into three overlapping systems: systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems.

Moving to a 3 Component Model for School Reform

With the full continuum in mind, pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning. Such work points to the need to expand prevailing thinking about school reform. That is, it underscores that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately (see Figure 2).

Figure 2. Moving from a two to a three component model for reform and restructuring


Instructional Component
(To directly facilitate learning)
What's Missing?
Student
School
Family
Community
Management Component
(for governance and resource management)
Instructional Component
(To directly facilitate learning)
Enabling Component*
(to address barriers to learning)
Student
School
Family
Community
Management Component
(for governance and resource management)

*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

A three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform.

We call this third component an *Enabling Component.*

Enabling is defined as "providing with the means or opportunity; making possible, practical, or easy; giving power, capacity, or sanction to."

The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity *is essential* in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction. Thus, to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way. All three components are seen as essential, complementary, and overlapping.

In establishing such a third component, some schools and education agencies around the country have labeled it a "Learning Supports" component or a " Supportive Learning Environment" component or a "Comprehensive Student Support System."

A Framework for an Enabling Component at a School Site

By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of psychosocial factors interfering with young people's learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a *comprehensive* component for addressing barriers to learning and to ensure it is well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and then (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity used to address barriers to learning, we cluster enabling activity into six interrelated areas (see Figure 3).

As can be seen in Figure 3, the six areas are concerned with:

(1) enhancing the classroom teacher's capacity to address problems and foster social, emotional, intellectual and behavioral development,

(2) enhancing the capacity of schools to handle the many transition concerns confronting students and their families,

(3) responding to, minimizing impact, and preventing crises,

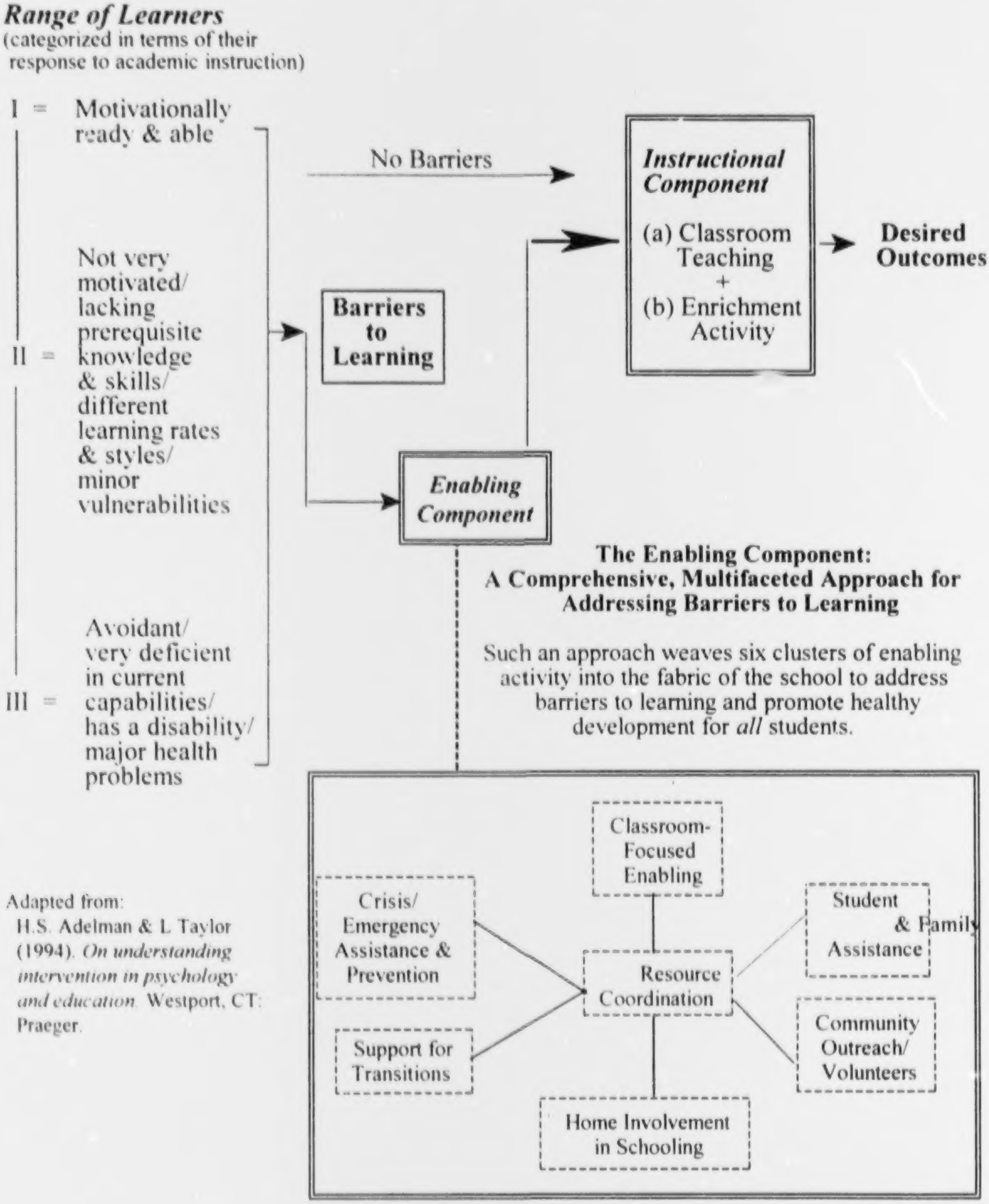
(4) enhancing home involvement,

(5) outreaching to the surrounding community to build linkages, and

(6) providing special assistance for students and families.

Each of these are briefly highlighted in Table 1.

Figure 3. An enabling component to address barriers to learning and enhance healthy development at a school site.


Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Barriers to Learning
Instructional Component
(a) Classroom Teaching + (b) Enrichment Activity
Desired Outcomes
Enabling Component
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

The Enabling Component: A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for *all* students.

Adapted from:
H.S. Adelman & L. Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT: Praeger.

Table 1

"Curriculum" Areas for an Enabling Component

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Responding to minimizing impact, and preventing crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(cont.)

Table 1 (cont). **"Curriculum" Areas for an Enabling Component**

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to their children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

Unfortunatately, most school reformers seem unaware that if all students are to benefit from higher standards and improved instruction, schools must play a major role in developing such programs and systems. It is time for reform advocates to expand their emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning, and they must pursue this third component with the same priority they devote to the other two.

Some References

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H.S. Adelman, C. Reyna, R. Collins, J. Onghai, & L. Taylor (1999). Fundamental Concerns About Policy for Addressing Barriers to Student Learning. *Reading & Writing Quarterly, 15*, 327-350.

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Besides the above published articles, the Center has many documents designed to facilitate development of a component for addressing barriers to student learning. These include:

- *A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*
- *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*
- *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*
- *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*
- *Getting from Here to There: A Guidebook for the Enabling Component*
- *A Guide to the Enabling Component (one of the New American School Models)*
- *School-Community Partnerships: A Guide*
- *Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships*
- *Pioneer Initiatives to Reform Education Support Programs*

- *Organization Facilitators: A Change Agent for Systemic School and Community Changes*
- *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*
- *New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*
- *Framing New Directions for School Counselors, Psychologists, & Social Workers*
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling (an inservice curriculum)*
- *Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*

In addition, the Center has a variety of packets covering related matters. For example:

- *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*
- *Volunteers to Help Teachers and School Address Barriers to Learning*
- *After-School Programs and Addressing Barriers to Learning*
- *Behavioral Initiatives in Broad Perspective*
- *Protective Factors (Resiliency)*
- *Using Technology to Address Barriers to Learning*
- *Dropout Prevention*
- *Learning Problems and Learning Disabilities*
- *Attention Problems: Intervention and Resources*
- *Conduct and Behavior Problems in School Aged Youth*
- *Assessing to Address Barriers to Learning*
- *Cultural Concerns in Addressing Barriers to Learning*
- *Early Development and Learning from the Perspective of Addressing Barriers*

and much more. ***See list on our website: http://smhp.psych.ucla.edu***

Where it's happening

Schools, districts, and states across the country are beginning to explore the value of a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning. Examples include:

- Elizabeth Learning Center in the Los Angeles Unified School District. This school is a demonstration site for the New American Schools' Urban Learning Center model. That model has adopted a three component approach to school reform. The component for addressing barriers to student learning is called Learning Supports. Our Center continues to work with Elizabeth Learning Center as they move forward. Because the Urban Learning Center model is listed in legislation as one of the Comprehensive School Reform models, the concept of a Learning Supports Component is being adopted currently in various locales (e.g., California's Compton School District, several schools in Utah).

- State of Hawai‘i. The entire state has adopted and has begun to implement the framework. They call their component for addressing barriers a Comprehensive Student Support System. Our Center continues to work with the State as the work progresses.

- State of Washington. The state's Office of Public Instruction has been encouraging schools to adopt a component for addressing barriers to learning. They call it a component for a Supportive Learning Environment. Our Center continues to work with various groups across the state.

- State of California. As their approach to these concerns, the state Dept. of Education has adopted what they have dubbed a Learning Supports Component.

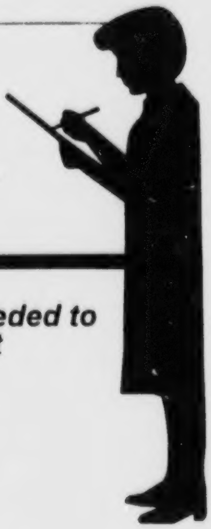
- Los Angeles Unified School District. The schools in the district have made a commitment to establishing more comprehensive, multifaceted, and integrated approaches to addressing barriers to learning. In doing so, they continue to explore how to develop a Learning Supports Component for schools.

- Detroit Public Schools. Based on the frameworks described in this document, the district has pursued development of Resource Coordinating Teams at every school to establish a component that encompasses the six areas we call an enabling component.

- Wilder Foundation's Achievement Plus Schools in St. Paul, MN. The foundation in partnership with the St. Paul School District is developing a school reform model at three sites. Based on our frameworks, they have adopted the enabling component as their approach to addressing barriers to learning.

- Safe Schools/Healthy Students initiative. Around the country, several of these federally-funded projects have used the enabling component framework in establishing their programs. Currently, we are working with the technical assistance center for the initiative (the Action Center in VA) to help other sites understand how to use a component for addressing barriers to learning as an umbrella for sustaining and evolving the work they have begun.

Several state education agencies have taken note of the concept of an enabling component for addressing barriers to learning, and we are interfacing with them as they explore their next steps. These include Wisconsin, Alaska, New York, and Maryland.



List of What is Happening and What is Needed to Address Barriers to Student Learning?

Use this worksheet to develop a list. Review the reading and use the six curricular areas of the Enabling (Learning Support) component as a way to organize your list.

(A) What generally happens at a school to Address Barriers to Student Learning?	***(B) What more usually is Needed to Address Barriers to Student Learning?***

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

Discussion Session to Explore What is Happening and What is Needed

One of the best ways to explore what you are learning is to discuss it with others. Although this can be done informally with friends and colleagues, a regular study group can be a wonderful learning experience – if it is properly designed and facilitated.

Below are a few guidelines for study groups involved in pursuing a Training Tutorial.

(1) Put up a notice about the Training Tutorial, along with a sign up list for those who might be interested participating in a study group as they pursue the tutorial. On the sign-up list, offer several times for a meeting to organize the group.

(2) Inform interested parties about the where and when of the meeting to organize the group.

(3) Group decides on the following:

  (a) meeting time, place, number and length of sessions, amenities, etc.

  (b) how to handle session facilitation (e.g., starting and stopping on time, keeping the group task-focused and productive)

(4) All group members should commit to keeping the discussion focused as designated by the tutorial content and related activities. If the discussion stimulates other content, set up a separate opportunity to explore these matters.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

Revise Your List of
What is Happening and What is Needed?

✓ *What more has been learned?*

✓ *What major shifts have occurred in thinking?*

After any discussion and as other aspects of the tutorial are explored, it is important to revisit the list of "What is Happening and What is Needed?" and consider what revisions may be in order.

Because of the fundamental nature of the topic, we recommend creating a personal journal in which new ideas and insights are regularly recorded related to various key facets of the schools efforts to address learning and teaching (e.g., "What is Happening and What is Needed to Address Barriers to Student Learning?"). A periodic review of the journal provides an ongoing process for considering revision in the ever-developing outline that reflects your ongoing learning.

Also, if feasible, it is useful to pull together the study group periodically to discuss any major changes in thinking.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;

Guide &Exhibit

Addressing Barriers to Student Learning:

What Do You Think Your School's Priorities Should Be?

(1) Review the Attached Exhibit

(2) Compare the examples to your school's priorities.

(3) Modify* the *List of What is Happening and What is Needed to Address Barriers to Student Learning* so that it fits what you think your school's priorities should be in developing programs to address barriers to student learning?

*modify = adding, deleting, etc.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

Exhibit

Examples of Areas Schools Might Want to Designate as First Priorities in Developing an Enabling Component.

(1) *Classroom-Focused Enabling*

Clearly the primary focus in addressing barriers to student learning is on ongoing inservice for teachers – as reflected in this set of continuing education modules.

With respect to the other five programmatic areas, the efforts of a classroom teacher can be greatly enhanced by setting as priorities development of the following:

(2) *Support for Transitions*

Many schools need to enhance their positive "climate" for everyone - students, staff, families, others in the community. In particular, they can significantly reduce learning, behavior, and emotional problems by ensuring the development of three types of transition programs:

> *Welcoming and Social Support Programs for Everyone*

The greater the rate of student and staff mobility, the greater the priority for pursuing strategies to enhance welcoming and social support. A positive welcome is desirable at the various initial encounters school staff have with a new student and family, a new staff member, and all visitors. Each point of contact represents an opportunity and a challenge to positively assimilate newcomers into the school -- welcoming them, linking them with appropriate social supports, assisting them to make successful transitions, and identifying and providing additional assistance for those who are having difficulty adjusting. It is risky business for a school not to have programs that fully orient newcomers (students, family, staff), connect them with specific peers (e.g., peer buddies), orchestrate their entrance into ongoing groups and activities, and so forth (see the Center's introductory packet entitled: "at Schools Can Do to Welcome and Meet the Needs of All Students and Families).

>*Articulation Programs*

Many students have difficulty making the transition from grade-to-grade and many more have difficulty n going from elementary to middle school or from middle to high school. Indeed, many "dropouts" occur during transitions to high school. Programs are needed that (a) provide all students with opportunities to prepare themselves psychologically for such changes and (b) identify and intervene on behalf of any student who is having difficulty during the actual period of transition. Comparable programs are useful for family members and new staff.

>*Before, During, and After School Recreation, Academic Support, & Enrichment, Programs*

Many schools have significant problems with tardies, bullying, substance abuse, and other forms of behavior that contribute to poor student performance. Well-designed and structured recreation and enrichment are basic to encouraging proactive behavior. Offered before school they lure students to school early and thus reduce tardies. Offered at lunch, they can reduce the incidence of harassment and other negative interactions. After school, they provide alternatives to antisocial interactions in the community, and paired with positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have learning problems.

(cont.)

(3) *Home Involvement in Schooling*

Besides what the school already is doing to enhance home involvement. there should be an intensive, proactive, positive outreach program aimed at families housing students who are experiencing learning, behavior, and emotional problems. Such activity should be accompanied by a commitment to minimizing negative contacts with family members (blaming and fingerwaving).

>***Programs to strengthen the family***

It is rarely a mystery as to what family members need and would value from the school. In outreaching to attract family members to the school, the first priority should be development of programs and services related to the area of Student and Family Assistance (see below).

(4) *Emergency/Crisis Response and Prevention*

>***Response Plan & Crisis Team***

Every school probably has a written crisis response plan. For such a plan to be viable and in order to pursue an enhanced focus on preventing crises, a strong priority should be to establish and build the capability of a Crisis Team.

(5) *Student and Family Assistance*

While a wide range of assistance programs and services can be developed over the years, the first priorities in this area are:

>***Establishing access to emergency assistance for basic life needs*** (e.g., food, clothes, shelter, safety, emergency health care and dentistry, legal aid)

This usually involves identifying appropriate referral agencies and establishing direct links to them to facilitate family access.

>***Literary and extra academic support program*** (e.g., family literacy, tutors, GED preparation, ESL classes, related software for computers)

>***Social and emotional counseling*** (support groups, individual and group counseling)

(6) *Community Outreach*

>***Volunteer recruitment program*** (e.g., parents, college students, senior citizens, mentors from the business community)

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

Topic 2 : Understanding the functions and structures needed to operationalize an Enabling (Learning Support) Component at a School Site

Reading & Activity

Page

Reading. From: *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports* (pp. 1-20 of original document) 29

Activity. Use the various attached materials as stimuli and tools to focus application of what has been read

(1) *Write and discuss: Resource-oriented functions* 52
(use the attached worksheet as guide)

(2) *Mapping exercise* 53
(see attached resource aids)

(3) *Making the case for school-based resource team development* 70
(see attached resource aids)

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

Excerpt From

A Center Report . . .

Resource-Oriented Teams: Key Infrastructure Mechanisms For Enhancing Education Supports

March, 2001

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website http://smhp.psych.ucla.edu

The Center is co-directed by Howard Adelman and Linda Taylor and operates
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Preface

In the late 1980s, we began pilot testing a new infrastructure mechanism designed to ensure that schools paid more systematic attention to how they used resources for addressing barriers to student learning and promoting healthy development. Because we operationalized the mechanism as a team and focused it first on resource coordination, we dubbed it a Resource Coordinating Team. Although the term doesn't fully capture, the aims and functions of the mechanism, the term is being used in many places. In this report, we stress the fact that what we mean to focus on is resource-oriented mechanisms that are a permanent part of the infrastructure at all levels. For such mechanisms to become part of the infrastructure, school reformers must understand their importance and ensure they are included as schools and districts restructure.

And, from a decentralized perspective, it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level resource-oriented mechanisms. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together where this increases efficiency and effectiveness and achieves economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.

A resource-oriented mechanism at a school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of education support (enabling) activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

This report pulls together our work on resource-oriented mechanisms. For more systematic changes related to schools and their interface with communities, search the Center's resources through the internet – http://smhp.psych.ucla.edu or request that a resource list be sent to you.

Howard S. Adelman & Linda Taylor
Co-directors

Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports

Policy makers are calling for higher standards and greater accountability for instruction, improved curricula, better teaching, increased discipline, reduced school violence, an end to social promotion, and more. At the same time, it is evident that current strategies to accomplish all this are inadequate to the task. This is likely to remain the case as long as so little attention is paid to reforming and restructuring the ways schools address many well-known factors interfering with the performance and learning of so many young people.

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. As a result, youngsters at every grade level come to school unready to meet the setting's demands effectively.

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning (see Appendix A). As a whole, their work underscores a reality that too few school reformers have acted upon. Namely:

> *If our society truly means to provide the opportunity for all students to succeed at school, fundamental changes are needed so that schools and communities can effectively address barriers to development and learning.*

Addressing barriers is not at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems. Without effective, direct interventions, such barriers can continue to get in the way of development and learning.

What are Schools Doing Now?

All schools have some activity focused on specific concerns, such as learning problems, substance abuse, violence, teen pregnancy, school dropouts, and delinquency. Looked at as a whole, one finds in many school districts an extensive range of activity oriented to students' needs and problems. Some programs are provided throughout a school district, others are carried out at or linked to targeted schools. The interventions may be designed to benefit all students in a school, those in specified grades, and/or those identified as having special needs. The activities may be implemented in regular or special education classrooms and may be geared to an entire class, groups, or individuals; or they may be designed as "pull out" programs for designated students. They encompass ecological, curricular, and clinically oriented activities.

While schools can use a wide-range of persons to help students, most school-owned and operated services are offered as part of pupil personnel services. Federal and state mandates tend to determine how many pupil services professionals are employed, and states regulate compliance with mandates. Governance of daily practice usually is centralized at the school district level. In large districts, counselors, psychologists, social workers, and other specialists may be organized into separate units. Such units straddle regular, special, and compensatory education. Analyses of the situation find that the result is programs and services that are planned, implemented, and evaluated in a fragmented and piecemeal manner. Service staff at schools tend to function in relative isolation of each other and other stakeholders, with a great deal of the work oriented to discrete problems and with an overreliance on specialized services for individuals and small groups. In some schools, a student identified as at risk for grade retention, dropout, and substance abuse may be assigned to three counseling programs operating independently of each other. Such fragmentation not only is costly, it works against developing cohesiveness and maximizing results.

Similar concerns about fragmented community health and social services has led to increasing interest in school-community collaborations (e.g., school-linked services). A reasonable inference from available data is that such collaborations can be successful and cost effective over the long-run. By placing staff at schools, community agencies make access easier for students and families – especially those who usually are underserved and hard to reach. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and greater family involvement. At the same time, the emphasis on primarily co-locating community services at school sites is producing another form of fragmentation.

Toward Ending Fragmentation

Policymakers have come to appreciate the relationship between limited intervention efficacy and the widespread tendency for complementary programs to operate in isolation. Limited efficacy does seem inevitable as long as interventions are carried out in a piecemeal and often competitive fashion and with little follow through. From this perspective, reformers have directed initiatives toward reducing service fragmentation and increasing access.

The call for "integrated services" clearly is motivated by a desire to reduce redundancy, waste, and ineffectiveness resulting from fragmentation (Adler & Gardner, 1994). Special attention is given to the many piecemeal, categorically funded approaches, such as those created to reduce learning and behavior problems, substance abuse, violence, school dropouts, delinquency, and teen pregnancy.

New directions are emerging that reflect fundamental shifts in thinking about current education support programs and services. Three major themes have emerged so far: (1) the move *from* fragmentation *to* cohesive intervention, (2) the move *from* narrowly focused, problem specific, and specialist-oriented services *to* comprehensive general programmatic approaches, and (3) the move toward research-based interventions, with higher standards and ongoing accountability emphasized.

To ensure development of essential programs for addressing barriers to learning and teaching, greater attention must be given to developing policy, leadership, and infrastructure and to building capacity (Center for Mental Health in Schools, 1999a; 1999b). The focus in this report is on one facet of the necessary infrastructure – *resource-oriented mechanisms.*

Resource-Oriented Mechanisms

Resource-oriented organizational mechanisms focus specifically on ensuring the appropriate use of existing resources and enhancing efforts to address barriers to student learning. Such mechanisms can reduce marginalization and fragmentation and enhance cost-efficacy of learner support activity by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner.

Creation of resource-oriented mechanisms is essential for starting to weave together existing school and community resources and encouraging services and programs to function in an increasingly cohesive way. When such mechanisms are created in the form of "teams," they also are vehicles for building working relationships and can play a role in solving turf and operational problems, developing plans to ensure availability of a coordinated set of efforts, and generally improving the attention paid to developing a comprehensive, integrated approach for addressing barriers to student learning.

One of the primary and essential tasks a resource-oriented mechanism undertakes is that of enumerating school and community programs and services that are in place to support students, families, and staff. A comprehensive "gap" assessment is generated as resource mapping is compared with surveys of the unmet needs of and desired outcomes for students, their families, and school staff. Analyses of what is available, effective, and needed, provide a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and enhance use of existing resources. Such analyses also can guide efforts to improve cost-effectiveness. In a similar fashion, a resource-oriented team for a complex or family of schools (e.g., a high school and its feeders) and at the district level provides mechanisms for analyses that can lead to strategies for cross-school, community-wide, and district-wide cooperation and integration to enhance intervention effectiveness and garner economies of scale. For those concerned with school reform, establishment of such mechanisms are a key facet of efforts designed to restructure school support services.

This report first explores such mechanisms at the school level, then in terms of a feeder pattern, and finally at the district level.

Focusing on Resources at the School Level

Creation of a school-site resource-oriented mechanism provides a good starting place in efforts to enhance coordination and integration of services and programs and for reaching out to District and community resources to enhance learner supports. And, over time, such a mechanism can be evolved to do much more – eventually transforming current approaches to addressing barriers to student learning and promoting healthy development.

As discussed here, the school level resource-oriented mechanism is dubbed a *Resource Coordinating Team.* We initially piloted such teams in the Los Angeles Unified School District and now they are being introduced in many schools across the country (see Appendix B). Properly constituted, such a team provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

When we mention a Resource Coordinating Team, some school staff quickly respond:

We already have one!

When we explore this with them, we usually find what they have is a *case-oriented team* -- that is, a team that focuses on individual students who are having problems. (Such a team may be called a student study team, student success team, student assistance team, teacher assistance team, and so forth.)

To help clarify the difference, we have developed the following exhibit:

A Case-Oriented Team	***A Resource-Oriented Team***
Focuses on specific *individuals* and discrete *services* to address barriers to learning	Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning & promote healthy development
Sometimes called: • Child Study Team • Student Study Team • Student Success Team • Student Assistance Team • Teacher Assistance Team • IEP Team	Possibly called: • Resource Coordinating Team • Resource Coordinating Council • School Support Team
EXAMPLES OF FUNCTIONS: >triage >referral >case monitoring/management >case progress review >case reassessment	EXAMPLES OF FUNCTIONS: >mapping resources >analyzing resources >enhancing resources >program and system planning/develop. >redeploying resources >coordinating and integrating resources >social "marketing"

In contrasting the two teams, the intent is to highlight the difference in functions and the need for both teams (not to suggest one set of functions should take precedence over the other).

Another way to help differentiate the two types of mechanisms is by use of two familiar metaphors. A *case-orientation* fits the *starfish* metaphor.

> The day after a great storm had washed up all sorts of sea life far up onto the beach, a youngster set out to throw back as many of the still-living starfish as he could. After watching him toss one after the other into the ocean, an old man approached him and said:
>
> *It's no use your doing that, there are too many. You're not going to make any difference.*
>
> The boy looked at him in surprise, then bent over, picked up another starfish, tossed it back, and then replied:
>
> *It made a difference to that one!*

And, of course, that is the metaphor that reflects all the important clinical efforts undertaken by staff alone and when they meet together to work on specific cases.

The *resource-oriented* focus is captured by what can be called the *bridge* metaphor.

> In a small town, one weekend a group of school staff went fishing together down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out. Minutes later another, then another, and then many more children were coming down the river and drowning. Soon every one in the group was diving in and dragging children to the shore, resuscitating them, and then jumping back in to save as many as they could. But, there were too many. For every one they saved, several others floated by and drowned. All of a sudden, in the midst of all this frenzy, one of the group stopped jumping in and was seen walking away. Her colleagues were amazed and irate. How could she leave when there were so many children to save? About an hour later, to everyone's relief, the flow of drowning children stopped, and the group could finally catch their breathe. At that moment, their colleague came back. They turned on her and angrily shouted:
>
> *How could you walk off when we needed everyone here to save the children?*
>
> She replied:
>
> *It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river. So I got someone to fix the bridge.*

Fixing and building better bridges is a good way to think about prevention work, and it is the way to understand the importance of taking time to focus on improving and enhancing resources, programs, and systems.

As indicated, a resource oriented team's focus is not on specific individuals, but on how resources are used. In doing so, it provides what often is a missing link for managing and enhancing *systems* in ways that integrate and strengthen interventions. For example, such a team can (a) map and analyze *activity and resources* to improve their use in preventing and ameliorating problems, (b) build effective referral, case management, and quality assurance *systems*, (c) enhance *procedures* for management of programs and information and for commun-ication among school staff and with the home, and (d) explore ways to *redeploy and enhance resources* – such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community. Indeed, such a school-site team provides a key mechanism for weaving together existing school and community resources and increasing cohesive functioning of services and programs.

A Resource Coordinating Team exemplifies the type of mechanism needed for overall cohesion and coordination of school support programs and systems for students and families. Minimally, such a team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can develop communication among school staff and to the home about available assistance and referral processes, coordinate resources, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel and clientele in evolving the school's vision for its support program (e.g., as not only preventing and correcting learning, behavior, emotional, and health problems but as contributing to classroom efforts to foster academic, social, emotional, ant physical functioning). The group also can help to identify ways to improve existing resources and acquire additional ones.

Major examples of the group's activity are

- preparing and circulating a list profiling available resources (programs, personnel, special projects, services, agencies) at the school, in the district, and in the community
- clarifying how school staff and families can access them
- refining and clarifying referral, triage, and case management processes to ensure resources are used appropriately (e.g. where needed most, in keeping with the principle of adopting the least intervention needed, with support for referral follow-through)
- mediating problems related to resource allocation and scheduling,
- ensuring sharing, coordination, and maintenance of needed resources
- assisting in creation of area program teams
- exploring ways to improve and augment existing resources to ensure a wider range are available (including encouraging preventive approaches, developing linkages with other district and community programs, and facilitating relevant staff development)
- evolving a site's infrastructure for developing a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning and promoting healthy development (possibly including health and family centers as hubs)

Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to focus on enhancing resources and programs by augmenting their membership and agendas. Of course, in doing so, they must take great care to structure the agenda so that sufficient time is devoted to the additional tasks. In small schools where there are so few staff that a large team is not feasible, there still is a need for some form of a resource-oriented mechanism. Thus, in some instances, the "team" may be as small as two persons.

recruit a broad range of stakeholders

Although a resource-oriented mechanism might be created solely around psychosocial programs, it is meant to focus on resources related to all major programs and services supporting the instructional component. Thus, it tries to bring together representatives of all these programs and services. This might include, for example, guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, and union reps. It also should include representatives of any community agency that is significantly involved with schools. Beyond these "service" providers, such a team is well-advised to add the energies and expertise of administrators, regular classroom teachers, non-certificated staff, parents, and older students.

The larger the group, of course, the harder it is to find a meeting time and the longer each meeting tends to run. Nevertheless, the value of broad stakeholder representation far outweighs these matters. And, good meeting facilitation that maintains a task-focus and an action orientation can make meetings a invaluable opportunity to enhance systems (see Appendix C).

ensure motivational readiness & capability

For the team to function well, there must be a core of members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). They must be committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.) The team must have a dedicated leader/facilitator who is able to keep the group task-focused and productive. It also needs someone who records decisions and plans and reminds members of planned activity and products. Where advanced technology is available (management systems, electronic bulletin boards and E-mail, clearinghouses), it can be used to facilitate communication, net-working, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

The team meets as needed. Frequency of meetings depends on the group's functions, time availability, and ambitions. Initially, this may mean once a week. Later, when meetings are scheduled for every 2-3 weeks, continuity and momentum are maintained through interim tasks performed by individuals or subgroups. Because some participants are at a school on a part-time basis, one of the problems that must be addressed is that of rescheduling personnel so that there is an overlapping time for meeting together. Of course, the reality is that not all team members will be able to attend every meeting, but a good approximation can be made at each meeting, with steps taken to keep others informed as to what was done. Well planned and trained teams can accomplish a great deal through informal communication and short meetings.

ensure representation on governance & planning bodies

Properly constituted, trained, and supported, a resource oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource team on the school's governing and planning bodies ensures the type of infrastructure connections that are essential if programs and services are to be maintained, improved, and increasingly integrated with classroom instruction. And, of course, having an administrator on the team provides the necessary link with the school's administrative "table."

For many support service personnel, their past experiences of working in isolation – and sometimes in competition with others – make this collaborative opportunity unusual and one which requires that they learn new ways of relating and functioning. See Appendix C for some resource aids that can help in establishing a Resource Coordinating Team and ensuring it is structured to operate effectively.

Focusing on Resources for a Complex or "Family" of Schools

Schools in the same geographic (catchment) area have a number of shared concerns, and feeder schools often are interacting with students from the same family. Furthermore, some programs and personnel are (or can be) shared by several neighboring schools, thus minimizing redundancy and reducing costs. A multi-site team can provide a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. (This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention.)

With respect to linking with community resources, multi school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools. In general, then, a group of sites can benefit from having an ongoing, multi-site, resource-oriented mechanism that provides leadership, facilities communi-cation, coordination, integration, and quality improvement of all activity the sites have for addressing barriers to learning and promoting healthy development.

Thus, a multi-site team or Resource Coordinating *Council* for a complex of schools (e.g., a high school and its feeder middle and elementary schools) brings together one to two representatives of each school's resource *team* (see figure below). Such a mechanism can help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, the group can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a component for addressing barriers to learning and teaching. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school plans.

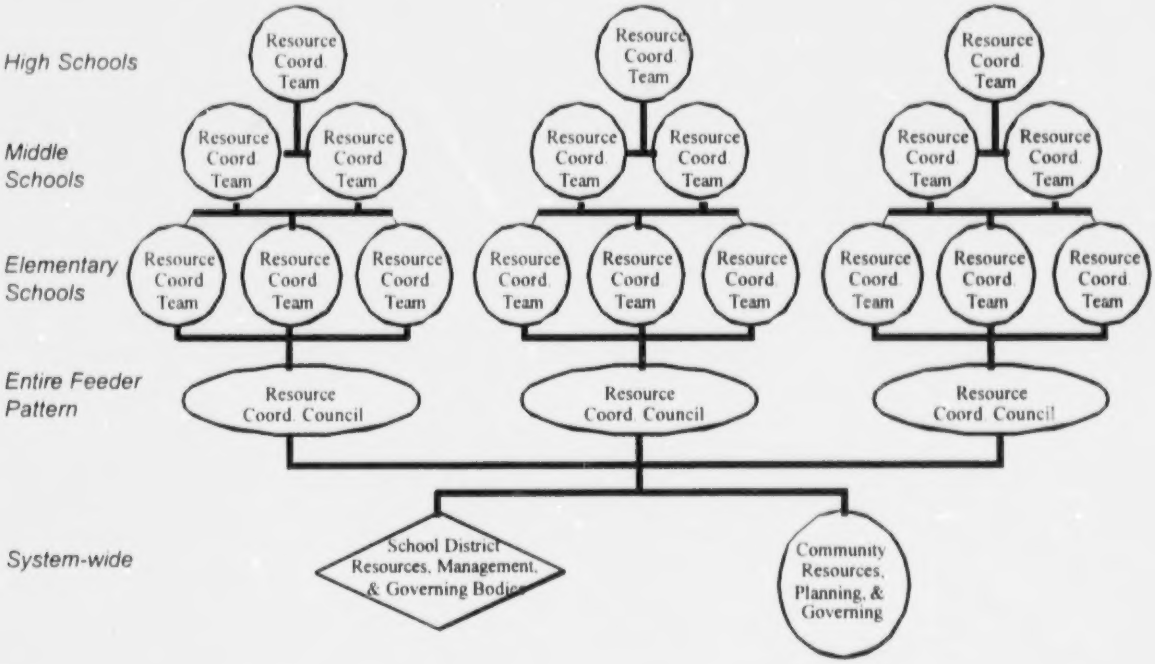
High Schools
Middle Schools
Elementary Schools
Entire Feeder Pattern
System-wide
Resource Coord. Team
Resource Coord. Council
School District Resources, Management, & Governing Bodies
Community Resources, Planning, & Governing

Figure 1. Developing and connecting mechanisms at schools sites, among families of schools, and district and community-wide

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Some specific functions for a Council are:

Council functions

- to share information about resource availability (at participating schools and in the immediate community and in geographically related schools and district-wide) with a view to enhancing coordination and integration.
- to identify specific needs and problems and explore ways to address them (e.g., Can some needs be met by pooling certain resources? Can improved linkages and collaborations be created with community agencies? Can additional resources be acquired? Can some staff and other stakeholder development activity be combined?)
- to discuss and formulate longer-term plans and advocate for appropriate resource allocation related to enabling activities.

Council membership

Each school might be represented on the *Council* by two members of its Resource *Team.* To assure a broad perspective, one of the two might be the site administrator responsible for enabling activity; the other would represent line staff. To ensure a broad spectrum of stakeholder input, the council also should include representatives of classroom teachers, non-certificated staff, parents, and students, as well as a range of community resources that should be involved in schools.

Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated. With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

System-wide Mechanism

School and multi-site mechanisms are not sufficient. A system-wide mechanism must be in place to support school and cluster level activity. A *system-wide resource coordinating body* can provide guidance for operational coordination and integration across groups of schools. Functions might encompass (a) ensuring there is a district-wide vision and strategic planning for addressing barriers to student learning and promoting healthy development, (b) ensuring coordination and integration among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, (d) ensuring complete and comprehensive integration with the district's education reforms, and (e) ensuring evaluation, including determination of equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results for accountability purposes.

The system-wide group should include (a) representatives of multi-school councils, (b) key district administrative and line staff with relevant expertise and vision (including unit heads, coordinators, union reps), and (c) various other stakeholders such as nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

As the above discussion stresses, well-redesigned organizational and operational mechanisms that enable schools to (a) arrive at wise decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for some staff and greater involvement of parents, students, and other representatives from the community. Also implied is redeployment of existing resources as well as finding new ones.

Phasing-in Resource Teams and Councils

Building on what is known about organizational change, our Center staff for many years has been working on a change model for use in establishing, sustaining, and scaling-up school and community reforms. In this context, we have developed a position called an *Organization Facilitator* to aid with major restructuring (Adelman, 1993; Adelman & Taylor 1997; Center for Mental Health in Schools, 1999a, 1999b, 2001; Taylor & Adelman 1999). This specially trained change agent embodies the necessary expertise to help school sites and complexes implement and institutionalize substantively new approaches, such as the establishment of Resource Coordinating Teams and Councils.

The exhibit on the following pages offers an outline of phases for establishing such mechanisms and summarizes some key facets of what has been discussed above.

Exhibit

Phasing in Resource Coordinating Teams and Councils

Phase *1. Organizing Resource Coordinating Teams at a School Site*

Creation of a School-site *Resource Coordinating Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance education support activity. Such a resource-oriented team differs from case-oriented teams (e.g., Student Assistance/Guidance Teams). The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used.

Such a team can help

- improve coordination and efficacy by ensuring

  >basic systems (for referral, triage, case management) are in place and effective
  >programs/services are profiled, written up, and circulated
  >resources are shared equitably

- enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach
- evolve a site's education support activity infrastructure by assisting in the creation of program teams and Family/Parent Centers as hubs for such activities.

Among its first functions, the Resource Coordinating Team can help clarify

(a) the resources available to the school (who? what? when?) – For example, the team can map out and then circulate to staff, students, and parents a handout describing "Available Special Services, Programs, and Other Resources" (see Appendix D).

(b) how someone gains access to available resources – The team can clarify processes for referral, triage, follow-through, and case management, and circulate a description of procedures to the school staff and parents.

(c) how resources are coordinated – To ensure systems are in place and to enhance effectiveness, the team can help weave together resources, make analyses, coordinate activity, and so forth.

(d) what other resources the school needs and what steps should be taken to acquire them – The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Toward the end of Phase 1, a *Complex Resource Coordinating Council* (a multi-locality council) can be organized. This group is designed to ensure sharing and enhancement of resources across schools in a given neighborhood. Of particular interest are ways to address common concerns related to crisis response and prevention, as well as dealing with the reality that community resources that might be linked to schools are extremely limited in many geographic areas and thus must be shared.

More info on the functions of a Resource Coordinating Team and the complex Council are provided in the body of this report.

Phase II. *Organizing a Programmatic Focus and Infrastructure for Education Support Activity*

All sites that indicate readiness for moving toward reconceptualizing education support (enabling) activity into a delimited set of program areas are assisted in organizing program teams and restructuring the site's Resource Coordinating Team.

This involves facilitating

- development of program teams
- analyses of education support activity (programs/services) by program area teams to determine

  >how well the various activities are coordinated/integrated (with a special emphasis on minimizing redundancy)
  >whether any activities need to be improved (or eliminated)
  >what is missing -- especially any activity that seems as important or even more important than those in operation.

- efforts by program area teams related to

  >profiling, writing up, circulating, and publicizing program/service information
  >setting priorities to improve activity in a programmatic area
  >setting steps into motion to accomplish their first priority for improvement
  >moving on to their next priorities.

Phase III. *Facilitating the Maintenance and Evolution of Appropriate Changes*

In general, this involves evaluating how well the infrastructure and related changes are working, including whether the changes are highly visible and understood. If there are problems, the focus is on clarifying what is structurally and systemically wrong and taking remedial steps. (It is important to avoid the trap of dealing with a symptom and ignoring ongoing factors that are producing problems; that is, the focus should be on addressing systemic flaws in ways that can prevent future problems.)

Examples of activity:

Checking on maintenance of Program Teams (keeping membership broad based and with a working core through processes for identifying, recruiting, and training new members when teams need bolstering).

Holding individual meetings with school site leadership responsible for restructuring in this area and with team leaders to identify whether everyone is receiving adequate assistance and staff development.

Determining if teams periodically make a new listing (mapping) of the current activity at the site and whether they update their analyses of the activity.

Checking on efficacy of referral, triage, and case management systems.

Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving.

Evaluating progress in refining and enhancing program activity.

Phase IV. *Facilitating the Institutionalization/Sustainability of Appropriate Changes*

A critical aspect of institutionalization involves ensuring that school staff responsible for restructuring education support activity formulate a proposal for the next fiscal year. Such a proposal encompasses resource requests (budget, personnel, space, staff development time). It must be submitted and approved by the site's governance authority. Institutionalization requires a plan that is appropriately endorsed and empowered through appropriation of adequate resources.

Institutionalization is further supported by evaluating functioning and outcomes related to new infrastructure mechanisms and fundamental activities. With a view to improving quality and efficacy, the findings from such evaluations are used to revise activities and mechanisms as necessary.

About Mapping, Analyzing, & Deploying Resources

It has been speculated that when the various sources of support are totaled in certain schools, as much as 30% of the resources may be going to addressing barriers to learning. Whatever the actual percentage, the fact is that in too many locales the resources are being expended in rather ad hoc, piecemeal, and fragmented ways. This is why mapping, analyzing, and (re)deploying resources are such important functions for resource-oriented mechanisms to pursue.

Mapping can be carriea out in various ways. For example, in mapping a school's resources for addressing barriers to learning, some teams begin simply by developing a list of names and brief descriptions of the work performed by staff and those from the community who are at the school at various times (see Appendix D). This probably is a good starting point since so few schools seem to have done even this simple form of mapping, and everyone at or otherwise connected to a school should have easy access to such basic information. Eventually, all resources should be mapped (e.g., all programs, services, personnel, space, material resources and equipment, cooperative ventures, budgetary allocations). Moreover, to facilitate subsequent analyses, efforts should be made to differentiate among (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for *analyses is* how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analyses involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

Below we describe how all this can be done using the framework developed for operationalizing an enabling component (see Appendix A). Use of a well-conceived framework avoids the tendency to create laundry-lists of the various programs and services offered at a school. Such lists communicate a fragmented picture rather than a comprehensive, multifaceted, cohesive approach and provide insufficient information for analyzing how well resources are being used.

Step 1: School-Focused Mapping

The matrix below provides a framework for the school-based resource mechanism (e.g., a Resource Coordinating Team) to begin mapping.

AREAS OF CONCERN FOR MAPPING

	Classroom-Focused Enabling Activity	Crisis Response & Prevention	Support for Transitions	Home Involvement in Schooling	Community Outreach (including volunteers)	Student & Family Assistance	System Change Activity
Systems of Prevention							
Systems to Respond Early-After-Onset							
Systems of Care							

As aids for mapping, our Center has developed a set of tools that outlines the types of activities schools might have in these various areas. (See Appendix D for a description and for information on accessing these tools by downloading them from our website or requesting a copy from the Center.)

The mapping should include all district-level and community resources that have had some direct connection with the work of the school. As noted above, the mapping should also include efforts to differentiate (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

After mapping each area, the products can be used immediately to communicate in an organized manner what the school is currently doing to address barriers to learning and promote healthy development. With relatively little effort, the products can be an important step forward in "social marketing" the school's efforts to meet the needs of all students. Appendix D provides examples of summaries related to such mapping. After developing such summaries, they can be copied as a set and circulated to all stakeholders, and can even be condensed into a brochure, newsletter, and other formats that will be useful to stakeholders. They also can be mounted as a set on poster board and displayed prominently in the staff lounge, the main hallway, and anywhere else in the school where the presentation will be widely seen. The point is to make certain that everyone begins to understand what already exists and that work is underway to develop a comprehensive, multifaceted, cohesive approach.

Step 1: Mapping the "Family" of Schools

Once individual schools have done their initial mapping, the schools in a feeder pattern (or an other-wise designated "family" of schools) can meet together to pool the information. At this juncture, efforts should also be made to identify other district-level and community resources that could be brought to the family of schools.

Here, again, the products of the expanded mapping engender a significant opportunity for social marketing.

In anticipating the analyses of resources, it is important at the family of schools level to designate whether the resources currently are deployed at elementary, middle, high school, or at all levels.

Step 2: Analyses

With the initial mapping done, the focus turns to analyzing how resources are currently used. The aim is to develop specific recommendations for improving the work at each school through enhancing use of the resources currently at a school and enhancing resources through collaboration among the family of schools and with neighborhood resources.

Essentially, the process involves conducting a gap analysis. That is, existing resources are laid out in the context of the vision schools have for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development (e.g., see Appendix A). From that perspective, the analysis focuses on (1) what parts are in place, (2) what's still missing, and (3) what needs to be done to improve matters.

(1) *What's in place?* Discussion focuses on how effective and efficient current efforts are. Special attention is given to identifying redundant efforts, inefficient use of resources, and ineffective activities. With respect to what is seen as ineffective, the analyses should differentiate between activities that might be effective if they were better supported and those that are not worth continuing because they have not made a significant impact or because they are not well-conceived. This facilitates generating recommendations about what should be discontinued so that resources can be redeployed to enhance current efforts and fill gaps.

(2) *What's still missing?* Every school has a wish list of programs and services it needs. The analyses put these into perspective of the school's vision for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development. By doing this, the analyses provide an appreciation of major gaps. Thus, rather than making ad hoc choices from a laundry-list of wishes, recommendations can be based on a systematic analysis of current efforts that require enhancement and gaps that need to be filled.

(3) How can resources be used better? Analyses of how resources might be used better first focus on identifying wasteful uses (i.e., redundancies, ineffective activity, programs where costs far out-weigh benefits, lack of coordination). Then, the emphasis is on promising programs that are under-supported. Finally, discussion turns to exploring which gaps should be filled first (e.g., new activity that is as or even more important than existing efforts).

Step 3: Recommendations for Deploying & Enhancing Resources

No school or family of schools can do everything at once – especially when there is a great deal to do. Based on the analyses, recommendations first must stress combining some efforts to reduce redundancy at each school and for the family of schools and discontinuing ineffective activity. A second set of recommendations focus on redeploying freed-up resources to strengthen promising efforts. Finally, recommendations are made about priorities for filling gaps and for strategies to expand the pool of resources.

With respect to expanding the pool of resources, the first strategy can involve braiding together the resources of the family of schools to achieve economies of scale and to accomplish overlapping activity. Then, the focus is on enhancing connections with community resources in order to enhance existing programs and services and fill specific gaps. Recommendations should clarify how the limited community resources can be added in integrated and equitable ways across the family of schools. Finally, recommendations can be made about seeking additional funds. (See Center Brief and Fact Sheet on *Financing Mental Health for Children & Adolescents.)*

A Caveat

In building a comprehensive, multifaceted continuum of interventions, the team will be confronted by the complementary challenges surrounding the needs for *evidence-based strategies* and *demonstrating results.* These matters must be addressed in ways that enhance rather than hinder system-wide effectiveness. The dilemma arises because of the limited nature and scope of interventions that currently have strong research support. The best (not always to be equated with good) evidence-based strategies for identifying and working with student's problems are for a small number of non-comorbid disorders. And, the data show efficacy -- not effectiveness. Clearly, before these strategies are seen as the answer, they must be widely implemented in community and school settings, and they must generate data that demonstrate enhanced cost-effectiveness.

But it should be stressed that there is a bigger problem related to addressing barriers to student learning. This involves investing in the development and evaluation of interventions that go beyond one-to-one and small group approaches and that incorporate public health and primary prevention initiatives. Such approaches must be comprehensive, multifaceted, and integrated and must encompass a full intervention continuum in the form of systems of prevention, systems of early intervention (early after the onset of problems), and systems of care. Development of such a continuum of overlapping systems requires major school-based programs and school-community collaborations

In sampling the literature, it is evident that there is not a strong evidence base for addressing many psychosocial problems (Center for Mental Health in Schools, 2001). Unfortunately, the field is not moving in the direction of developing such an evidence base because (1) there is not support for the type of research that must be carried out to determine the impact of comprehensive, multifaceted, and integrated approaches, and (2) many in the field are falling into the trap of thinking large-scale problems can be solved by reifying a few evidence-based interventions. It is striking that there never has been a formal study of the impact on a catchment area (e.g., a neighborhood) of a comprehensive, multifaceted, and integrated approach that encompasses a full intervention continuum in the form of systems of prevention, early intervention, and care.

Concluding Comments

Most of us know how hard it is to work effectively with a group. Many staff members at a school site have jobs that allow them to carry out their duties each day in relative isolation of other staff. And despite various frustrations they encounter in doing so, they can see little to be gained through joining up with others. In fact, they often can point to many committees and teams that drained their time and energy to little avail.

Despite all this, the fact remains that no organization can be truly effective if everyone works in isolation. And it is a simple truth that there is no way for schools to play their role in addressing barriers to student learning and enhancing healthy development if a critical mass of stakeholders do not work together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement. and evaluate.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective programs.

The danger in creating new mechanisms is that they can become just another task, another meeting – busy work. Infrastructure must be designed in keeping with the major functions to be carried out, and all functions must be carried out in the service of a vital vision. Resource-oriented mechanisms are valuable only if they are driven by and help advance an important vision. Leaders and facilitators must be able to instill that vision in team members and help them hold on to it even when the initial excitement of "newness" wanes.

In outlining the ongoing functions of mapping, analyzing, and deploying resources, we have also stressed that, in our work, resource-oriented functions are done in the service of building, sustaining, and evolving a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and promoting healthy development. It is that vision that sustains us and our colleagues.

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Write and Discuss: Resource-oriented Functions

First, use this page to make some notes about what you have learned about the following two matters:

(1) What is fundamental difference in focus of a resource-oriented team as contrasted to a case-oriented team ?

(2) List and briefly describe as many of specific resource-oriented functions as you can.

After making your notes, share your thinking and elicit reactions and other ideas with friends, colleagues, or a study group.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

Mapping Exercise

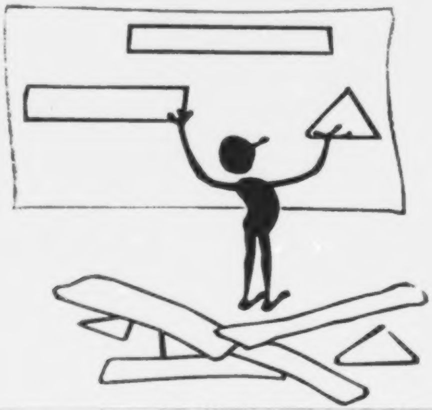
(1) Review the attached resource aids. (These are from Appendix D of *Resource-oriented Teams: Key infrastructure mechanisms for enhancing education supports.*)

(2) With respect to your school, fill out the form on page D-3 entitled: "*Some of the Special Resources Available...*" Remember, this form is just a guide. Be certain to find out about all special resources at the school by asking various administrators and staff about who's who and what they do. (After compiling the information, you may want to offer it to the principal and suggest that staff and parents might benefit from the information.)

(3) Determine who, if anyone, has the responsibility to ensure:

(a) that all these resources and the related activities are well-coordinated

(b) that the activities and personnel are seen as primary and essential (i.e., not marginalized) with respect to enabling the learning of those students experiencing barriers.



Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

excerpt from ***Appendix D*** of

a center report entitled:

Resource-Oriented Teams: Key Infrastructure Mechanisms For Enhancing Education Supports

Appendix D

Resource Aids
and Other Relevant References for Mapping

- *Mapping of Resource Staff*
- *Mapping of Activities Using an Enabling Component Framework*
- *Mapping Community Resources*
- *Other Relevant Resources for Mapping*
- *Beyond Resource Mapping*

Mapping of Resource Staff

The following templates can be used as aids in generating a list of the special resource personnel at a site and throughout a feeder pattern (or "family") of schools.

Note the following:

> In listing "itinerant" resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.
>
> The individuals listed for a school are a logical group to build a resource-oriented team around. Then, when a multi-site council is formed, 1-2 representatives of each school's team can be the core around which the council is built.

Resource Coordination **(names & schedules provided so staff, students, and families can access)**

Some of the Special Resources Available at ____________ School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

School Psychologist ______________________
times at the school ________________

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse

____
times at the school________________
- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

____
times at the school ________________

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker ______________________________

times at the school ________________

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors times at the school

____________________ ____________
____________________ ____________

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination

____
times at the school ______________

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

____
____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

____

____

____

times at the school ___________________

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)
_________________/_________________
_________________/_________________
_________________/_________________
_________________/_________________
_________________/_________________

School Improvement Program Planners
_________________/_________________
_________________/_________________
_________________/_________________

Community Resources

- Providing school-linked or school-based interventions and resources

Who What they do When

___________/____________________/_________

___________/____________________/_________

___________/____________________/_________

___________/____________________/_________

___________/____________________/_________

Mapping the Resource Staff in a Family of Schools (e.g., the feeder pattern)

Enter the Name of Each School

Type of Resource Staff (under school name, enter each person by name)						
School Psychologist						
School Counselor(s)						
School Nurse						
Attendance Counselor						
Social Worker						
Dropout Prevention Coordinator						
Title I Coordinator						
Bilingual Coordinator						
Resource Teacher						
Speech & Language Specialist						
Enter all other school resource staff						
Enter all resource staff who come to the school from the community						

Mapping of Activities Using a Enabling Component Framework

In mapping the various activities, programs, and services at a school, it is important to use a logical framework rather than just creating a long list. One emprically developed framework is the six areas that have been conceived as the "curriculum" of an enabling component. These six areas are identified in both Appendices A and B are are delineated in more detail below.

Examples of one school's mapping in each of these areas are provided on the following pages.

(1) Classroom-Focused Enabling – enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. They must learn ways to engage students who are not highly motivated and reengage those who have become turned off to school. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development).

(2) Support for Transitions -- enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Crisis/Emergency Assistance and Prevention -- responding to minimize the impact of, and prevent crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

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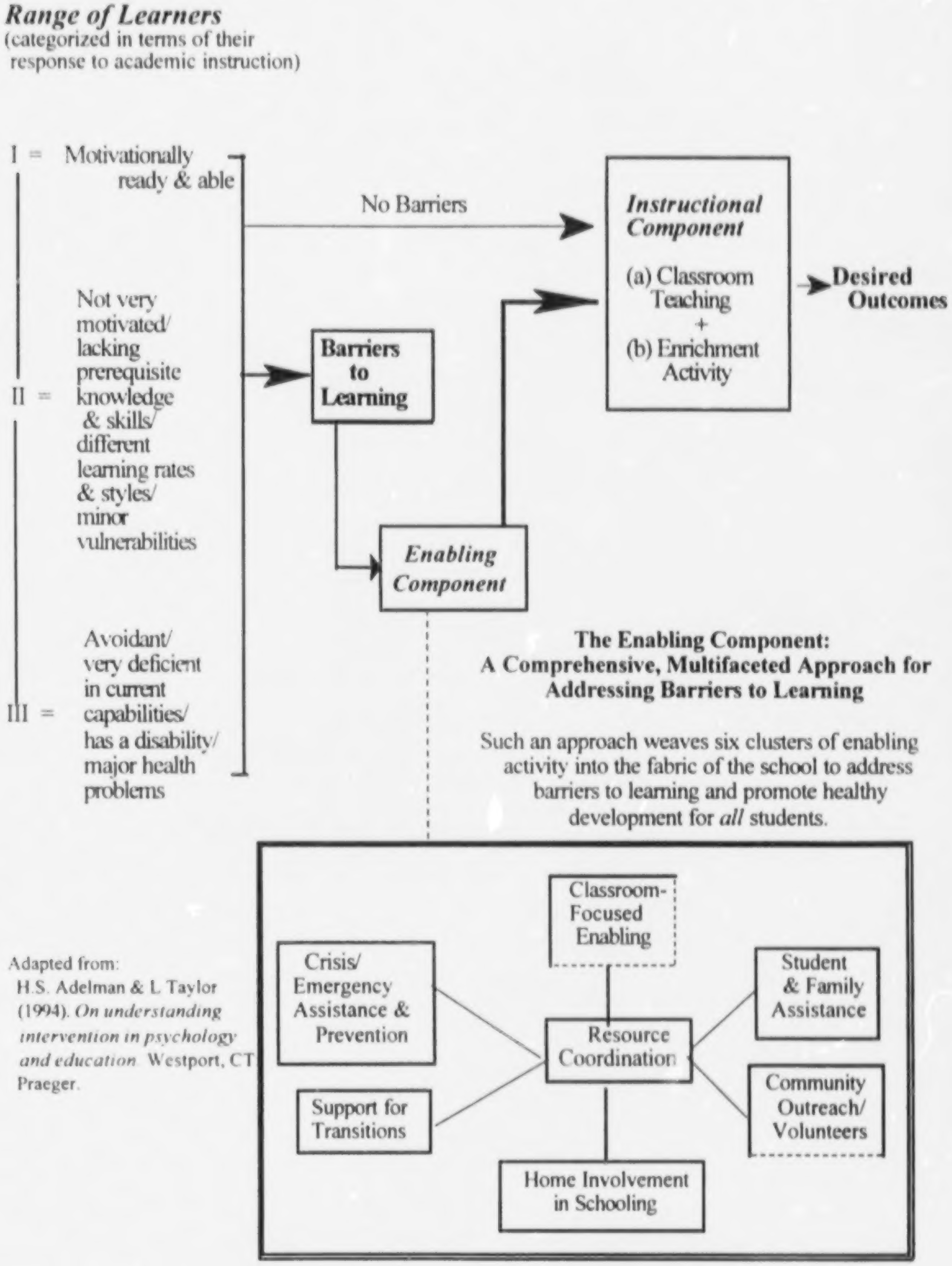
(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to the children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

Our Center has developed a set of self-study instruments that delineate many activities related to each of the above areas. These provide templates to aid school personnel in identifying the status of current school site activities. Additional instruments are also available for mapping (a) a school's systems for coordinating and monitoring student and family services and school-wide activities and (b) school-community partnerships. These are available for downloading from the Center's website (http://smhp.psych.ucla.edu) or in hardcopy from the Center (for the cost of copying and handling).

Figure. An enabling component to address barriers to learning and enhance healthy development at a school site.


Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
No Barriers
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
Barriers to Learning
Enabling Component
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
The Enabling Component: A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning
Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for *all* students.
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

Adapted from:
H.S. Adelman & L. Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT Praeger.

Classroom-Focused Enabling

Enhancing teacher capacity for addressing problems and for fostering healthy development

Current Programs/Resources

In all classrooms:

- team teaching
- classroom aide
- volunteers trained to work in targeted ways
- cross age tutors
- computer assisted instruction (e.g., for reading and ESL)
- social-emotional curriculum
- family problem-solving conferences
- conflict mediation
- after school tutoring
- special assistance in the classroom by resource specialist and other support staff designed to minimize need for referrals for additional services
- inservice and mentoring for classroom-focused enabling

In some classrooms:

- special education aide for inclusion
- full use of advanced technology
- teachers-in -training
- mentors for targeted students

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Priorities for Future Development in this Area

- additional training for support staff related to providing assistance in the classroom to minimize the need for referrals
- recruitment of more volunteers and mentors and enhancement of their training
- inservice related to reengaging students who have been turned off to school

Support for Transitions

Enhancing school capacity to handle the variety of transition concerns confronting students and their families

Current Programs/Resources

- Welcoming Club
- student Peer Buddy social support program
- family Peer Buddy social support program
- before school tournaments, enrichment, and recreational activities
- after school sports, tournaments, enrichment, and recreation activities
- service learning program
- student job program
- end of the year 6 week program conducted by teacher and support staff to prepare students for the next grade
- articulation programs conducted by support staff to prepare students graduating to secondary schools
- follow-up monitoring by teachers and support staff to identify and assist any students who are having difficulty with transition into a new grade or school

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Priorities for Future Development in this Area

- inservice for support staff related to enhancing transition programs
- recruitment of more volunteers to aid with transition programs
- preparation of a Welcome to Our School video to be shown all newcomers and visitors -- for regular use in the front office or in a special welcoming space
- design a transition program to be implemented by a resource teacher and support staff for students (and their families) entering and returning from special education
- enhance recess and lunch recreation and enrichment opportunities

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Home Involvement in Schooling

Enhancing school capacity to provide those in the home with opportunities for learning, special assistance, and participation

Current Programs/Resources

- adult education programs at the school and neighborhood
  >ESL
  >literacy
  >job skills
  >child care certification program
  >citizenship exam preparation classes
  >parenting and helping their youngster with school work
  >aerobics/sewing
- parent participation and parent classes
- some on-campus family assistance services and assistance in connecting with community services (see Student & Family Assistance)
- family volunteers staff school Welcoming Club, assist in the front office, in classrooms, on the yard
- family-staff picnic
- training for participation in school governance
- participation on school advisory and governance bodies
- regular parent-teacher communications (regular phone and email discussions, in-person conferences on request, monthly newsletter)
- school "beautification" program
- planning for community involvement

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Priorities for Future Development in this Area

- enhance outreach programs to engage and reengage family members who are seldom are in contact with the school and often are hard to reach
- establish self-led mutual support groups for families
- expand opportunities for families to use school facilities during nonschool hours for enrichment and recreation
- enhance inservice for all staff to increase motivation and capability for enhancing home involvement

Crisis/Emergency Assistance & Prevention

Responding to minimize the impact of, and prevent crises

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- trained and active crisis team
- counseling programs designed to address crisis aftermath problems of students, families, and staff
- conflict mediation program to prevent problems using peer and staff counselors
- human relations/social emotional development curriculum
- training of all staff in promoting positive human relations everyday

Priorities for Future Development in this Area

- develop a joint school-community crisis response
- develop a joint school-community strategic plan to enhance prevention activity
- staff training related to strategies for addressing concerns related to suicide, physical and sexual abuse, substance abuse

Community Outreach, with special emphasis on Volunteers

Enhancing greater community involvement in schooling and building linkages and collaborations for addressing barriers to learning & promoting healthy development

Current Programs/Resources

- volunteer and mentor program that recruits, trains, and supports a expanding pool of volunteers including family members, college students, individuals from local businesses
- community members hired by the school as community representatives
- Head Start program provided on campus
- local recreation programs come to campus to enhance after school programs
- local health and social service agencies come to campus to enhance services and programs provided by the school
- local library involvement in ensuring that students have access to library resources and support in using them

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Priorities for Future Development in this Area

- outreach to artists, musicians, and others with specialized abilities to elicit their involvement with the school
- community resources joining in welcoming and social support for new students and families
- local businesses providing job training and job opportunities for students and family members
- community partner involvement in advocacy for school and in school governance
- recruiting professionals to provide pro bono services

Student & Family Assistance

Providing special assistance as necessary for students and families (including direct services & referrals)

Current Programs/Resources

- Student/Teacher Assistance Team (for review, triage, referral, monitoring)
- support staff (school psychologist, counselor, social worker, nurse)
- assessment to aid in planning special assistance interventions
- counseling (individual and group)
- special education programs
- inclusion programs in some classrooms
- English as a Second Language (ESL) transition tutoring
- conflict resolution program – staff/peers
- pregnant minor program with prevention focus
- personalized inservice for teachers who have many students with problems
- absentee immediate follow-up
- school-linked services that fill gaps and enhance the amount of services that the school's support staff can provide

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Priorities for Future Development in this Area

- inservice for staff related to providing special assistance in the classroom for students who need it
- emergency food and clothing bank
- enhance systems for monitoring and follow-up
- recruiting professionals to provide pro bono services
- health or family resource center for the family of schools

Mapping Community Resources

The following are examples of resources that may be in a community and may be invaluable to any school concerned with improving its outcomes. Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. They may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

One of the set of self-study instruments developed by our Center focuses on school-community partnerships and provides a template to aid school personnel in identifying the status of current efforts. The instrument is available for downloading from the Center's website (http://smhp.psych.ucla.edu) or in hardcopy from the Center (for the cost of copying and handling).

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies
(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, KYDS, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations
(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

Ethnic Associations
(e.g., Committee for Armenian Students in Public School Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native America Organizations)

Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups

Businesses/Corporations/Unions
(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school unions)

Media
(e.g., newspapers, TV & radio, local access cable)

Family Members, Local Residents, Senior Citizens Groups

Other Relevant Resources for Mapping

You will find a good range of references to mapping (information, tools) by searching our website (http://smhp.psych.ucla.edu). You will find materials our Center has pulled together and also references to resources developed by others around the country and how to access them.

Mapping School Resources

Center for Mental Health in Schools (1995). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* . Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

Center for Mental Health in Schools (1999). *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning.* Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

Mapping Community Resources

C. Bruner, K. Bell, C. Brindis, H. Chang, & W. Scarbrough (1993). *Charting a Course: Assessing a Community's Strengths and Needs.* Des Moines, IA: National Center for Service Integration.

Center for Mental Health in Schools (1999). *School-Community Partnerships: A Guide*. Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

G.T. Kingsley, C.J. Coulton, M. Barndt, D.S. Sawicki, & P. Tatian.(1997). *Mapping Your Community: Using Geographic Information to Strengthen Community Initiatives*, byWashington, D.C.: U.S. Department of Housing and Urban Development.

J.P. Kretzmann, J.L. McKnight, and G. Sheehan, with M. Green and D. Puntenney. *A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents* . Evanston, IL: Institute for Policy Research, Northwestern University.

J.P. Kretzmann & J.L. McKnight (1993). *Building Communities from the Inside Out: A Path Toward Fidning and Mobilizing a Community's Assets.* Chicago: ACTA Publications.

J.L. McKnight & J.P. Kretzmann (1990). *Mapping Community Capacity.* Evanston, IL: Institute for Policy Research, Northwestern University.

Community Tool Box. http://ctb.lsi.ukans.edu/

This site, created in 1995, by the University of Kansas Work Group on Health Promotion and Community Development in Lawrence, KS. and AHEC/Community Partners in Amherst, Massachusetts continues to grow weekly. Currently, the core is "how-to tools" (including tools for mapping). For instance, there are sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.

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Making the Case for School-based Resource Team Development

(1) Review the attached resource aids.

(These are from Appendix C of *Resource-oriented Teams: Key infrastructure mechanisms for enhancing education supports.*)

(2) Outline some major points that could be used to make the case for developing a resource-oriented team at a school.

(3) What are some steps a school could take to develop such a team?

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

excerpt from ***Appendix C*** of

a center report entitled

Resource-Oriented Teams: Key Infrastructure Mechanisms For Enhancing Education Supports

Appendix C

Resource Aids for Developing Resource Coordinating Teams/Councils

- *Checklist for Establishing School-Site Teams*
- *Examples of Initial and Ongoing Tasks for Team/Council*
- *Planning and Facilitating Effective Meetings*

Checklist for Establishing School-Site Teams

1. ___ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that team members can build capacity and work effectively together to maximize resource coordination and enhancement).

2. ___ Every interested staff member is encouraged to participate.

3. ___ Team include key stakeholders (e.g., guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, representatives of any community agency significantly involved with the site, administrator, regular classroom teachers, non-certificated staff, parents, older students).

4. ___ The size of teams reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained teams can accomplish a great deal through informal communication and short meetings).

5. ___ There is a core of team members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). All are committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.)

6. ___ Team has a dedicated leader/facilitator who is able to keep the group task-focused and productive

7. ___ Team has someone who records decisions and plans and reminds members of planned activity and products.

8. ___ Team uses advanced technology (management systems, electronic bulletin boards and E-mail, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

Exhibit

Examples of Initial and Ongoing Tasks for *Team/Council*

- Orientation for representatives to introduce each to the other and provide further clarity of group's purposes and processes
- Review membership to determine if any major staekholder is not represented; take steps to assure proper representation
- Share and map information regarding what exists (programs, services, systems for triage, referral, case management, etc. – at a site; at each site; in the district and community)
- Analyze information on resources to identify important needs at specific sites and for the complex/family of schools as a whole
- Establish priorities for efforts to enhance resources and systems
- Formulate plans for pursuing priorities
- Each site discusses need for coordinating crisis response across the complex and for sharing complex resources for site specific crises and then explores conclusions and plans at Council meeting
- Discussion of staff (and other stakeholder) development activity with a view to combining certain training across sites
- Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

General Meeting format

- Updating on and introduction of membership
- Reports from those who had between meeting assignments
- Current topic for discussion and planning
- Decision regarding between meeting assignments

Planning and Facilitating Effective Meetings

Forming a Working Group

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and, for the most part, share a vision.
- Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action..
- Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

Meeting Format

- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, desired outcomes, eta. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
- Periodically review what has been accomplished and move on the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some Group Dynamics to Anticipate

- *Hidden Agendas* – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- *A Need for Validation* – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
- *Members are at an Impasse* – Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- *Interpersonal Conflict and Inappropriate Competition* – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
- *Ain't It Awful!* – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

Topic 3: Using a change agent to get from here to there

Reading & Activity

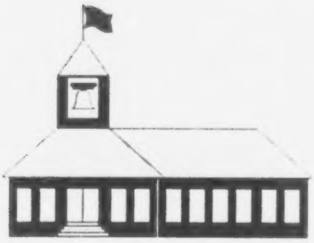
		Page
Reading.	From: *Organization Facilitators: A Change Agent for Systemic School and Community Changes* (pp. 1-12 of original document)	77
Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
	(1) *Write and discuss the functions of an Organization Facilitator* (use the attached worksheet as guide)	93
	(2) *Q & A about phasing in the infrastructure* (use attached worksheet as guide)	104

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

Mental Health in Schools
Center
Training and Technical Assistance

Excerpt From

A Center Report . . .



Organization Facilitators: A Change Agent for Systemic School and Community Changes

February, 2001

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website http://smhp.psych.ucla.edu

The Center is co-directed by Howard Adelman and Linda Taylor and operates
under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.

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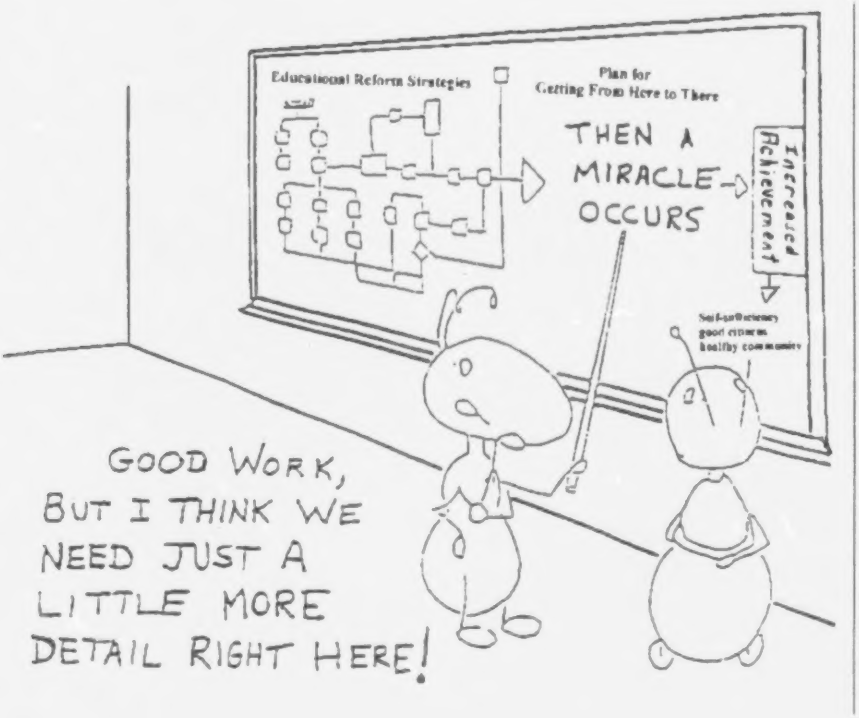

Educational Reform Strategies
Plan for Getting From Here to There
THEN A MIRACLE OCCURS
Increased Achievement
Self-sufficiency
good citizens
healthy community
GOOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!

Preface

Over the last 10-15 years, we have focused on how to make successful systemic change less than a miracle. Some of this work is published in the journals; other facets are reflected in the resource materials circulated by our Center at UCLA. One of the frequent inquiries we receive is for more information on this work and, in particular, for information about the school system change agent mechanism we have designated as an Organizational Facilitator. This report pulls together a discussion of the Organization Facilitator roles and functions.

For more on systemic changes related to schools and their interface with communities, search the Center's resources through the Internet – http://smhp.psych.ucla.edu or request that a resource list be sent to you.

Howard S. Adelman & Linda Taylor
Co-directors

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A. Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School Community Partnership

B. Initial Plan for the Organization Facilitator in Phasing Reforms

C. Why Restructure Student Support Services?

Organization Facilitators:
A Change Agent for Systemic School and Community Changes

Currently, any school where a significant number of students are not performing well is under the gun to reform and restructure. This has led to many initiatives for major systemic school change and school-community linkages. Often, the complexity of the systemic changes involved requires knowledge and skills not currently part of the professional preparation of those called on to act as change agents. For example, few school professionals assigned to make major reforms have been taught how to create the necessary motivational readiness among a critical mass of stakeholders, nevermind knowing how to institutionalize and facilitate replication and scale-up of new approaches.

Substantive changes require guidance and support from professionals with mastery level competence for creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve. For instance, a considerable amount of organizational research in schools, corporations, and community agencies outlines factors for creating a climate for institutional change. The literature supports the value of (a) a high level of policy commitment that is translated into appropriate resources (leadership, space, budget, time); (b) incentives for change, such as intrinsically valued outcomes, expectations for success, recognitions, and rewards; (c) procedural options from which those expected to implement change can select those they see as workable; (d) a willingness to establish mechanisms and processes that facilitate change efforts, such as a governance mechanism that adopts ways to improve organizational health; (e) use of change agents who are perceived as pragmatic -- maintaining ideals while embracing practical solutions; (f) accomplishing change in stages and with realistic timelines, (g) providing feedback on progress; and (h) institutionalizing support mechanisms to maintain and evolve changes and to generate periodic renewal. An understanding of concepts espoused by community psychologists such as empowering settings (Maton & Salem, 1995) and enhancing a sense of community also can make a critical difference (Rappaport, 1995; Trickett, Watts, & Birman, 1995; Zimmerman, 1995).

Building on what is known about organizational change, our Center staff for many years has been working on a change model for use in establishing, sustaining, and scaling-up school and community reforms. In this context, we have developed a position called an *Organization Facilitator* to aid with major restructuring (Adelman, 1993; Adelman & Taylor 1997; Center for Mental Health in Schools, 1999a; 1999b; Taylor & Adelman 1999). This specially trained change agent embodies the necessary expertise to help school sites and complexes implement and institutionalize substantively new approaches.

Organizational Facilitators in Context

Organizational facilitators are one of several *temporary* mechanisms created to facilitate and guide systemic change. Once systemic changes have been accomplished effectively, all temporary mechanisms are phased out -- with any essential new roles and functions assimilated into regular structural mechanisms. To illustrate the infrastructure context in which an Organizational Facilitator works, it helps to think in terms of four key temporary mechanisms that we view as essential to successful systemic change. These are: (1) a site-based *steering* mechanism to guide and support replication, (2) a site-based *change team* (consisting of key site-stakeholders) that has responsibility for coalition building, implementing the strategic plan, and maintaining daily oversight (including problem solving, conflict resolution, and so forth), (3) a *change agent* (e.g., organization facilitator) who works with the change team and has full-time responsibility for the daily tasks involved in creating readiness and the initial implementation of desired changes, and (4) *mentors* and *coaches* who model and teach specific elements of new approaches.

- ***Steering.*** When it comes to schools, systemic change requires shifts in policy and practice at several levels (e.g., a school, a "family" of schools, a school district). Each jurisdictional level needs to be involved in one or more steering mechanisms. A steering mechanism can be a designated individual or a small committee or team. The functions of such mechanisms include oversight, guidance, and support of the change process to ensure success. If a decision is made to have separate steering mechanisms at different jurisidictional levels, an interactive interface is needed between them. And, of course, a regular, interactive interface is essential between steering and organizational governance mechanisms. The steering mechanism is the guardian of the "big picture" vision.

- ***Change Agent and Change Team.*** During replication, tasks and concerns must be addressed expeditiously. To this end, a full time agent for change plays a critical role. In our work with schools, we use an Organizational Facilitator as the change agent. One of this facilitator's first functions is to help form and train an on-site change *team*. Such a team (which includes various work groups) consists of personnel representing specific programs, administrators, union chapter chairs, and staff skilled in facilitating problem solving and mediating conflicts. This composition provides a blending of outside and internal agents for change who are responsible and able to address daily concerns.

  With the change agent initially taking the lead, members of the change team (and its work groups) are catalysts and managers of change. As such, they must ensure the "big picture" is implemented in ways that are true to the vision and compatible with the local culture. Team members help develop linkages among resources, facilitate redesign of regular structural mechanisms, and establish other temporary mechanisms. They also are problem solvers -- not only responding as problems arise but taking a proactive stance by designing strategies to counter anticipated barriers to change, such as negative reactions and dynamics, common factors interfering with working relationships, and system deficiencies. They do all this in ways that enhance empowerment, a sense of community, and general readiness and commitment to new approaches. After the initial implementation stage, they focus on ensuring that

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institutionalized mechanisms take on functions essential to maintenance and renewal. All this requires team members who are committed each day to ensuring effective replication and who have enough time and ability to attend to details.

- ***Mentors and Coaches***. During initial implementation, the need for mentors and coaches is acute. Inevitably new ideas, roles, and functions require a variety of stakeholder development activities, including demonstrations of new infrastructure mechanisms and program elements. An Organization Facilitator is among the first providing mentorship. The change team must also identify mentors indigenous to a particular site and others in the system who have relevant expertise. To expand the local pool, other stakeholders can usually be identified and recruited as volunteers to offer peer support. A regularly accessible cadre of mentors and coaches is an indispensable resource in responding to stakeholders' daily calls for help. (Ultimately, every stakeholder is a potential mentor or coach for somebody.) In most cases, the pool will need to be augmented periodically with specially contracted coaches.

With the above as context, we turn to a more detailed look at an Organizational Facilitator as an agent for *school change*. As suggested above, such an individual might be used as a change agent for one school or a group of schools. A cadre of such professionals might be used to facilitate change across an entire district. The focus might be on changes in a few key aspects or full-scale restructuring.

Organization Facilitator Functions

Regardless of the nature and scope of the work, an Organization Facilitator's core functions require an individual whose background and training have prepared her/him to understand

- *the specific systemic changes (content and processes) to be accomplished* (In this respect, a facilitator must have an assimilated understanding of the fundamental concerns underlying the need for change.)

- *how to work with a site's stakeholders as they restructure their programs* (e.g., how to be an effective agent of change).

As can be seen in the Exhibit on the following page, the main work revolves around planning and facilitating:

- infrastructure development, maintenance, action, mechanism liaison and interface, and priority setting

- stakeholder development (coaching -- with an emphasis on creating readiness both in terms of motivation and skills; team building; providing technical assistance; organizing basic "interdisciplinary and cross training")

- communication (visibility), resource mapping, analyses, coordination, and integration

- formative evaluation and rapid problem solving

- ongoing support

Exhibit

General Domains and Examples of Task Activity for an Organization Facilitator

1. Infrastructure tasks

(a) Works with governing agents to further clarify and negotiate agreements about

- policy changes
- participating personnel (including administrators authorized to take the lead for the systemic changes)
- time, space, and budget commitments

(b) Identifies 1-2 staff (e.g., administrator and a line staff person) who agree to lead the change team/s)

(c) Helps leaders to identify members for the Change and ProgramTeam(s) and prepare the members to carry out functions

2. Stakeholder development

(a) Provides general orientations for governing agents

(b) Provides leadership coaching for site leaders responsible for systemic change

(c) Coaches team members (about purposes, processes)

Examples: At a team's first meeting, the Organization Facilitator offers to provide a brief orientation presentation (including handouts) and any immediate coaching and specific task assistance that team facilitators or members may need. During the next few meetings, coaches might help with mapping and analyzing resources. They might also help teams establish processes for daily interaction and periodic meetings.

(d) Works with leaders to ensure presentations and written information about infrastructure and activity changes are provided to the entire staff and other stakeholders

3. Communication (visibility), coordination, and integration

(a) Determines if info on new directions (including leadership and team functions and membership) has been written-up and circulated. If not, Facilitator determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.

(b) Determines if leaders and team members are effectively handling priority tasks. If not, the Facilitator determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.

(cont.)

Exhibit (cont.)

General Domains and Examples of Task Activity for an Organization Facilitator

(c) Determines if change and program teams have done the following (and if not, takes appropriate steps)

- mapped out current activity and resources
- analyzed activity and resources to determine
  > how well they are meeting desired functions and how well coordinated/ integrated they are (with special emphasis on maximizing cost-effectiveness and minimizing redundancy)
  > what needs to be improved (or eliminated)
  > what is missing, its level of priority, and how and when to develop it
- written-up and circulated information about all resources and plans for change

(d) Determines the adequacy of efforts made to enhance communication to and among stakeholders and, if more is needed, facilitates improvements

(e) Determines if systems are in place to identify problems related to functioning of the infrastructure and communication systems. If there are problems, determines why and helps address any systemic breakdowns

(f) Checks on visibility of reforms and if the efforts are not visible, determines why and helps rectify

4. Formative Evaluation and rapid problem solving

(a) Works with leaders and team members to develop procedures for formative evaluation and processes that ensure rapid problem solving

(b) Checks regularly to be certain there is rapid problem solving. If not, helps address systemic breakdowns; if necessary, models processes.

5. Ongoing Support

(a) Offers ongoing coaching on an "on-call" basis

For example: informs team members about ideas developed by others or provides expertise related to a specific topic they plan to discuss.

(b) At appropriate points in time, asks for part of a staff meeting to see how things are going and (if necessary) to explore ways to improve the process

(c) At appropriate times, asks whether participants have dealt with longer-range planning, and if they haven't, determines what help they need

(d) Helps participants identify sources for continuing development/education

> *For systemic changes across a school district, a cadre of Organization Facilitators provide a change agent mechanism that seems essential to system-wide adoption/adaptation of major reforms. They are in a unique position to create the trust, knowledge, skills, and the attitudes essential for the kind of working relationships required for effective systemic change. Through the training they provide, each stakeholder has the opportunity to clarify roles, activities, strengths, and accomplishments, and learn how to link with each other.*

Two Districts Use of Organizational Facilitators to Restructure Education Support Programs

Los Angeles Unified School District

Our work in developing the concept of an Organization facilitator began around 1990 as part of efforts to develop school-based approaches to provide early assistance for students and their families in the Los Angeles Unified School District (LAUSD). That work was concerned with the reality that many students experience significant factors (many of which are external barriers) that interfere with their doing well at school. Consequently, before a large proportion of students in many schools can benefit significantly from instruction, schools must enable learning by attending to as many of these barriers as is feasible. This means making fundamental changes in education support activity and finding ways to integrate these enabling activities with community resources. This requires moving away from fragmented and categorical services and toward comprehensive, multifaceted, and integrated approaches. In effect, it involves establishing an "enabling component" as a primary and essential part of every school reform and restructuring effort (see Appendix A).[1]

Staff at all levels require assistance in establishing and maintaining an appropriate infrastructure for a component to address barriers to learning. Specially trained *Organization Facilitators* represent a mechanism that embodies the necessary expertise to help (a) develop essential school-based leadership, (b) establish program and coordinating teams and councils, and (c) clarify how to link up with community resources.

As initially piloted, the work of the Organization Facilitators involved helping schools and clusters of schools phase in an enabling component. In general, the Facilitator's first step was to help policy makers understand the need to restructure the school's support programs and services. This led to adoption of the enabling component concept by the site's governance body and to an agreement about the role the Organization Facilitator would play in helping staff implement reforms.

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[1] As states and districts have adapted versions of an Enabling Component, they have adopted different names for it. For example, it is sometimes called a Learning Supports Component or a Supportive Learning Environment Component; the State of Hawaii calls it a Comprehensive Student Support System (CSSS).

The process of restructuring began with assignment of an assistant principal to function as the component's administrative leader and establishment of a coordinating team consisting of the school's pupil service personnel, the administrative leader, the staff lead, and several teachers. As a focal point for restructuring, the Organization Facilitator helped the team map and analyze all school resources being used to address barriers to student learning. The six interrelated areas described in Appendix A provided a template to organize mapping and analyses. A set of self-study surveys have been designed as resource aids for this activity. (These surveys are available from the Center and can be downloaded from the Center's website at http://smhp.psych.ucla.edu).

By clustering existing activities into the six areas, the team was able to consider a new programmatic vision for the school's efforts to address barriers to learning and enhance healthy development. In essence, they now had a "curriculum." By analyzing activities from this perspective, the team identified essential activities, major programmatic gaps, redundant efforts, and several long-standing activities that were having little effect. Decisions were made to eliminate redundant and ineffective activity and redeploy the resources to strengthen essential programs and begin to fill gaps.

As one facet of the school's community outreach, the Organization Facilitator has trained staff how to bring community resources to the site in ways that do not displace essential school resources. This is accomplished by integrating the community as part of the enabling component -- linked each available community resource to one or more of the six areas either to fill a gap or enhance the school staffs' efforts by becoming part of an ongoing program. To ensure coordination and integration, all community agencies working at the site are asked to have a representative participate on the Resource Coordinating Team.

Appendix B describes how the Organization Facilitator work was designed to phase-in the reforms (including a benchmark checklist). Also in Appendix B are descriptions of resource coordinating teams and multi-locality councils.

By the mid 1990's, the District was further pioneering the use of Organization Facilitators as it undertook a system-wide restructuring of its education support programs and services based in considerable part on the frameworks described in Appendix A. The Exhibit on the next page represents our efforts to categorize and outline the major tasks involved in such an initiative.

The work in LAUSD suggested that one such professional can rotate within a group of schools to phase-in an appropriate infrastructure over a period of a year. Then, that facilitator can move on to another group of schools. After moving on, the facilitator can return periodically to assist with maintenance, share new ideas for program development, help with such development, and contribute to related inservice. Work to date suggests that a relatively small cadre of Organization Facilitators can phase-in desired mechanisms throughout a relatively large district over a period of several years. In general, evaluations have found that pupil service personnel who are redeployed and trained for these positions adapt quite easily to the functions and most report high levels of job satisfaction (LAUSD Research and Evaluation Unit, 1996).

Exhibit

Key Steps in Restructuring Education Support Programs/Services to Establish a Comprehensive, Multifaceted Component for Addressing Barriers to Student Learning

At any site, it is essential that the principal, staff, and community understand and commit to restructuring plans; commitment must be reflected in school decisions, use of resources, and involvement of all stakeholders.

Orientation: Creating Readiness

1) Build interest and consensus for enhancing efforts to address barriers to learning

2) Introduce basic ideas to relevant stakeholders within the school and community

3) Establish a school-wide commitment and framework -- the leadership group at a site should make a commitment that adopts a comprehensive, integrated approach to enabling learning as a primary and essential component of their work

4) Identify a site leader for the component (equivalent to the leader for the Instructional Component) to ensure policy commitments are carried out

Getting Going: Start-up, Phase-in, Building Capacity, & Developing a Plan of Action

5) Establish a steering group and other temporary mechanisms to guide component start-up and provide essential leadership training

6) Formulate specific start-up and phase-in plans

7) Ensure there is a team, such as a Resource Coordinating Team, at each school and train members to perform resource-oriented functions (e.g., mapping, analysis, coordinating, planning); establish a multi-locality council (e.g., a Resource Coordinating Council) for each family of schools as soon as feasible

8) Organize areas of enabling activity and establish a cross disciplinary infrastructure

9) Work to enhance component visibility, communication, sharing, and problem solving

10) Attempt to fill program/service gaps through outreach designed to establish formal collaborative linkages with district and community resources

11) Integrate this activity into the site's quality school improvement planning/evaluation

Sustaining and Evolving: Increasing Outcome Efficacy and Creative Renewal

12) Plan for maintenance

13) Develop strategies for maintaining momentum and progress

14) Generate renewal

Detroit Public Schools

In the late 1990's, the Detroit Public Schools adopted the enabling component and the concept of a Resource Coordinating Team as their *Framework for Change*. They used versions of organization facilitators to establish the systemic changes.

Their stated rationale for their reforms are as follows:

> Many of the contributing factors that limit a child's academic achievement are outside of the classroom. Family instability, health and nutritional problems, emotional well-being, and numerous other conditions play a role in determining whether or not a child is equipped to learn. For true reform standards to take place in urban schools, educators must tackle more than curriculum and testing issues. They must take a holistic approach that attempts to remove all barriers to student success. Such an approach requires that educators possess a compassionate concern for their students total welfare.

They viewed the concept of a Resource Coordinating Team "as an innovative support system to address the hurdles that can negatively impact a child's development." What follows here is their description of the teams they are developing.

What is the Resource Coordinating Team (RCT)?

> It is an integrated learner support system that acts as a problem-solving team to promote the healthy development of the whole child.

The Goal of the Resource Coordinating Team is to Strengthen a School's Effectiveness by:

- Addressing the quality of life issues that impact a child's emotional, social and intellectual development from both a prevention and intervention perspective.
- Linking with community agencies that can provide needed services for children and their families.
- Structuring individual student and school-based intervention plans that respond to both student and school community needs supporting systems and strategies which enable teachers to teach more effectively and students to reach rigorous academic support standards.

Resource Coordinating Teams take a village approach to educating our children by invoking the participation of various members of the school staff and community to ensure that each child receives the assistance he or she needs to reach their greatest potential.

Resource Coordinating Team Partners

- Principals
- Teachers
- Special Education Teachers / Teacher Consultants
- Teachers of the Speech and Language Impaired (TSLI)
- School Nurses and Health Professionals
- School Social Workers
- Psychologists
- Guidance Counselors
- Community Agency Representatives
- Bilingual Specialists
- Hearing and Vision Consultants
- Curriculum Specialists
- Attendance Agents

These professionals work as a team to support student achievement and total school development through the following six support areas:

Crisis Prevention and Intervention

RCTs facilitate immediate emergency care when there is a crisis as well as the appropriate follow-up care to students, families and community members.

Home Involvement in Schooling

RCTs help parents become effective at-home teachers, and assist them in supporting their child's overall educational experience.

Student and Family Assistance

Resource Coordinating Teams (RCTs) provide consultation services to families and students from within the school system or through community agencies.

Support for Transitions

RCTs play a key role in ensuring that stability and security exist during the points of transition for both the student and the family by creating a nonthreatening, welcoming school environment.

Community Outreach

RCTs aggressively seek partnerships with community and service organizations, public and private agencies, business and professional organizations, the faith community, universities and volunteers that support student growth and school development.

Classroom Focused Enabling

Programs to enhance classroom based efforts which address barriers to learning.

Organization Facilitators Help Develop Resource-Oriented Mechanisms

Establishing and sustaining a comprehensive approach for addressing barriers to learning and promoting healthy development at a school site requires a school-site infrastructure. Such an infrastructure must help reduce program marginalization and fragmentation and enhance cost-effective resource availability and use. Organization Facilitator's can play a key role in developing this infrastructure.

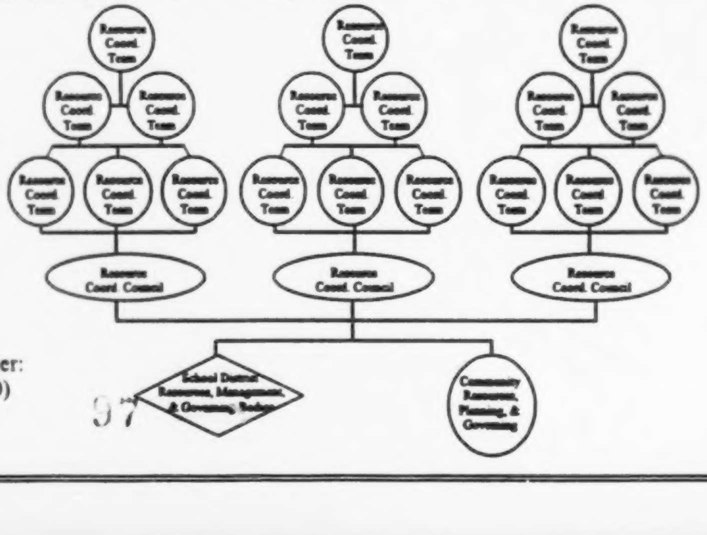
A key facet of such an infrastructure is a *Resource Coordinating Team* -- a mechanism initially piloted in the Los Angeles Unified School District and now being introduced at all schools in Memphis and Detroit. Such a school-site team focuses on weaving together existing school and community resources and increasing cohesive functioning of services and programs.

A resource oriented team *differs* from teams that review individual students (such as a student success or assistance team or a teacher assistance team). Its focus is not on specific individuals, but on how resources are used. In doing so, it provides what often is a missing link for managing and enhancing *systems* in ways that integrate and strengthen interventions. Such a team can (a) map and analyze activity and resources to improve their use, (b) build effective referral, case management, and quality assurance systems, (c) enhance procedures for management of programs and information and for communication among school staff and with the home, and (d) explore ways to redeploy and enhance resources -- such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community.

A resource oriented team brings together representatives of all major programs and services supporting a school's instructional efforts. It can encompass school counselors, psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, bilingual program coordinators, one of the site's administrators, and representatives of any community agency that is significantly involved at the school. The intent also is to include the energies and expertise of one or more regular classroom teachers, noncertificated staff, parents, and older students. Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to focus on enhancing resources and programs by augmenting their membership and agendas.

Properly constituted, trained, and supported, a resource oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource team on the school's governing and planning bodies ensures that essential programs and services are maintained, improved, and increasingly integrated with classroom instruction.

To facilitate resource coordination and enhancement among a complex of schools (e.g., a high school and its feeder middle and elementary schools), the mechanism of a Resource Coordinating *Council* brings together representatives of each school's resource *team* (see diagram below). A complex of schools can work together to achieve economies of scale. They also should work together because, in many cases, they are concerned with the same families (e.g., a family often has children at each level of schooling). Moreover, schools in a given locale usually are trying to establish linkages with the same set of community resources and can use a resource council to help ensure cohesive and equitable deployment of such resources.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School District Resources, Management, & Governing Bodies
Community Resources, Planning, & Governing

Developing and connecting mechanisms at schools sites, among families of schools, and district and community-wide

(Adapted from the Center's quarterly newsletter: *Addressing Barriers to Learning,* Winter 2000)

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Write and Discuss the Functions of an Organization Facilitator

(1) Review the reading and the material that is attached here.
(The attached material is from Appendix B of *Organization Facilitators: A change agent for systemic school and community changes.)*

(2) List and briefly describe as many of an Organization Facilitator's specific functions as you can.

(3) With friends, colleagues, or a study group, share your thinking and elicit reactions and other ideas.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu

excerpt from ***Appendix B*** of

a center report entitled:

Organization Facilitators: A Change Agent for Systematic School and Community Changes

Appendix B

Initial Plan for the Organization Facilitator in Phasing Reforms

Phase *1. Organizing Resource Coordinating Teams at a School Site*

Creation of a School-site *Resource Coordinating Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance enabling activity. Such a resource-oriented team differs from case-oriented teams (e.g., Student Study, Assistance, and Guidance Teams). The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used.

Such a team can help

- improve coordination and efficacy by ensuring

  >basic systems (for referral, triage, case management) are in place and effective
  >programs/services are profiled, written up, and circulated
  >resources are shared equitably

- enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach

- evolve a site's enabling activity infrastructure by assisting in the creation of program teams and Family/Parent Centers as hubs for enabling activities.

Among its first functions, the Resource Coordinating Team can help clarify

(a) the resources available to the school (who? what? when?) -- For example, the team can map out and then circulate a handout describing "Special Services, Programs, and Other Resources Available" to staff, students, and parents.

(b) how someone gains access to available resources -- The team can clarify processes for referral, triage, follow-through, and case management, and circulate a description of procedures to the school staff and parents.

(c) how resources are coordinated -- To ensure systems are in place and to enhance effectiveness, the team can help weave together existing resources, make analyses, coordinate activity, and so forth.

(d) what other resources are needed by the school and what steps should be taken to acquire them -- The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Toward the end of Phase 1, a *Complex Resource Coordinating Council* (a multi-locality council) can be organized. This group is designed to ensure sharing and enhancement of resources across schools in a given neighborhood. Of particular interest are ways to address common concerns related to crisis response and prevention, as well as dealing with the reality that community resources that might be linked to schools are extremely limited in many geographic areas and thus must be shared.

More info on the functions of a Resource Coordinating Team and the complex Council are provided at the end of this appendix.

Phase II. *Organizing a Programmatic Focus and Inftastructure for Enabling Activity*

All sites that indicate readiness for moving toward reconceptualizing education support (enabling) activity into a delimited set of program areas are assisted in organizing program teams and restructuring the site's Resource Coordinating Team.

This involves facilitating

- development of program teams
- analyses of enabling activity (programs/services) by program area teams to determine

    >how well the various activities are coordinated/integrated (with a special emphasis on minimizing redundancy)
    >whether any activities need to be improved (or eliminated)
    >what is missing – especially any activity that seems as important or even more important than those in operation.

- efforts by program area teams related to

    >profiling, writing up, circulating, and publicizing program/service information
    >setting priorities to improve activity in a programmatic area
    >setting steps into motion to accomplish their first priority for improvement
    >moving on to their next priorities.

Phase III. *Facilitating the Maintenance and Evolution of Appropriate Changes*

In general, this involves evaluating how well the infrastructure and related changes are working, including whether the changes are highly visible and understood. If there are problems, the focus is on clarifying what is structurally and systemically wrong and taking remedial steps. (It is important to avoid the trap of dealing with a symptom and ignoring ongoing factors that are producing problems; that is, the focus should be on addressing systemic flaws in ways that can prevent future problems.)

Examples of activity:

Checking on maintenance of Program Teams (keeping membership broadbased and with a working core through processes for identifying, recruiting, and training new members when teams need bolstering).

Holding individual meetings with school site leadership responsible for restructuring in this area and with team leaders to identify whether everyone is receiving adequate assistance and staff development.

Determining if teams periodically make a new listing (mapping) of the current activity at the site and whether they update their analyses of the activity.

Checking on efficacy of referral, triage, and case management systems.

Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving.

Evaluating progress in refining and enhancing program activity.

Phase IV. *Facilitating the Institutionalization of Appropriate Changes*

A critical aspect of institutionalization involves ensuring that school site staff responsible for restructuring enabling activity formulate a proposal for the next fiscal year. Such a proposal encompasses resource requests (budget, personnel, space, staff development time). It must be submitted and approved by the site's governance body. Institutionalization requires a plan that is appropriately endorsed and empowered through appropriation of adequate resources.

Institutionalization is further supported by evaluating functioning and outcomes related to new infrastructure mechanisms and fundamental enabling activities. With a view to improving quality and efficacy, the findings from such evaluations are used to revise activities and mechanisms as necessary.

Benchmark Checklist for Monitoring and Reviewing Restructuring Progress/Implementing an Enabling Component

The checklist on the following pages is designed to aid those involved in the process of restructuring education support programs and developing an Enabling Component.

The focus is on tasks related to

- organizing at a site
- establishing coordination among multiple sites in the same locale

This tool was developed as a formative evaluation instrument for use by Organization facilitators and/or other change agents. It aids in focusing problem solving discussions and planning next steps.

Benchmark Checklist:
Restructuring Education Supports/Implementing an Enabling Component

Site Name:	Date started	Date Completed if applies	Current Status
I. ORIENTATION: CREATING READINESS			
Initial contact made			
Indication of interest in establishing a component to address barriers to learning as a primary reform			
Initial meeting with district/site leaders.			
Negotiation of policy commitment and conditions for engagement. (e.g., Component adopted as a primary and essential component -- on a par with the instructional and management components)			
Identification of a site leader (equivalent to the leader for the Instructional Component). Name: Position:			
Identification of other leaders for the enabling Component. Name: Position:			
Distribution of *teacher* survey regarding attitudes about restructuring.			
Distribution of *administrator* survey regarding attitudes about restructuring.			
II. START-UP AND PHASE-IN			
Establishment of Temporary Mechanisms to facilitate development of the Enabling Component Steering Group members identified Name: Position:			
Change Team members identified Name: Position:			
Leadership training for all who will be taking a lead in developing the component.			

Site Name:	Date started	Date Completed if applies	Current Status
Development of phase-in plan.			
RESOURCE COORDINATING TEAM			
Identification of team members.			
Recruitment of team members. Name: Position:			
Initial team meeting.			
Training for team.			
MAPPING AND ANALYSIS OF EXISTING RESOURCES			
Mapping.			
Analysis (of needs, efficacy, coordination).			
Setting of priorities for enhancing enabling activity.			
Poster chart listing existing programs.			
Resource list development, circulation (to all staff), and posting (e.g., on a bulletin board) -- list all existing programs, services, and resources.			
INITIAL ENHANCEMENT OF SYSTEMS AND ACTIVITY RELATED TO ENABLING			
Analyze, improve, document, and circulate information on how to use current systems for Referral for Emergency Help-Major Services Triage Case Management Crisis Response (e.g., Crisis Team) (e.g., clarify steps, develop Flow charts, written descriptions, train personnel, etc.).			
Training for existing teams. Crisis Team Student and Family Assistance Team (e.g., Student Study or Guidance Team) Other (specify)			

Site Name:	Date started	Date Completed if applies	Current Status
DEVELOPMENT OF TEAMS FOR PROGRAM AREAS (e.g., clusters/curriculum of enabling activity)			
Establishment of Area Teams. Specify Areas:			
Training of Area Teams. Specify Areas:			
Area teams updating of mapping and analysis of resources. Specify Areas:			
Each program team formulates priority for enhancing activity in own area. Specify Areas:			
Priorities evaluated and ranked by Resource Coordinating Team and plans formulated for pursuing top priorities.			
If relevant, plans formulated to establish a Family and/or Parent Center.			
COMPONENT VISIBILITY, COMMUNICATION, AND PROBLEM SOLVING			
Steps taken to enhance visibility. (specify)			
Effective *communication mechanisms* in operation.			
Effective *problem solving mechanisms* in operation.			

Site Name:	Date started	Date Completed if applies	Current Status
OUTREACH			
To other resources in the district. (specify)			
To other schools in locale. (specify)			
To community programs and agencies. (specify)			
SYSTEM FOR QUALITY IMPROVEMENT			
Decisions about indicators to be used.			
Members recruited for Quality Improvement Team. Name: Position:			
Training of Quality Improvement Team			
Initial Quality Improvement recommendations. Made. Acted upon.			
III. INSTITUTIONALIZATION (maintenance & evolution) & IV. PLANS FOR ONGOING RENEWAL			
Indications of planning for maintenance. (specify)			
Strategies in use for maintaining momentum/progress. (List most prominent examples)			
Strategies in use for generating renewal. (List most prominent examples)			

Checklist for Establishing School-Site Collaborative Teams

1. ___ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that team members can build capacity and work effectively together to maximize resource coordination and enhancement).

2. ___ Every staff member is encouraged to participate on some team to improve students' classroom functioning and can choose teams whose work interests them.

3. ___ Teams include key stakeholders (current resource staff, special project staff, teachers, site administrators, parents, older students, others from the community, including representatives of school-linked community services).

4. ___ The size of teams reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained teams can accomplish a great deal through informal communication and short meetings).

5. ___ There is a core of team members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). All are committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because several teams require the expertise of the same personnel, some individuals will necessarily be on more than one team.)

6. ___ Each team has a dedicated leader/facilitator who is able to keep the group task-focused and productive

7. ___ Each team has someone who records decisions and plans and reminds members of planned activity and products.

8. ___ Teams use advanced technology (management systems, electronic bulletin boards and E-mail, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

Worksheet

Q & A about Phasing in the Infrastructure

(1) List out any major questions you now need to have clarified with respect to creating the infrastructure for an Enabling (Learning Support) Com ponent to address barriers to student learning.

(2) Contact us by email at: smhp@ucla.edu and we will be pleased to explore these questions with you.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634; smhp@ucla.edu